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EVALUATION OF LOCAL VOCATIONAL EDUCATION PROGRAMS, A MANUAL FOR ADMINISTRATORS, TEACHERS, AND CITIZENS.

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AS A RESULT OF THE EXPERIENCES OF AND STUDY BY THE STAFF OF THREE MICHIGAN PUBLIC SCHOOLS PARTICIPATING IN A RESEARCH PROJECT BETWEEN 1963 AND 1965, THIS MANUAL WAS PREPARED FOR USE BY ADMINISTRATORS, TEACHERS, AND CITIZENS' COMMITTEES IN EVALUATING AND PLANNING LOCAL VOCATIONAL EDUCATION PROGRAMS. IT EXPLAINS THE ROLE OF THE LOCAL DIRECTOR, CONSULTANTS, STAFF, CITIZENS' COMMITTEES, AND THE PROCEDURES THAT CAN BE USED IN ANALYZING CURRICULAR OFFERINGS, STUDYING NEEDS WITH REFERENCE TO EXISTING PROGRAMS, AND USING THE PLACEMENT SERVICES AND FOLLOWUP OF GRADUATES AND FORMER STUDENTS IN THE EVALUATION PROCESS. THE APPENDIXES LIST SAMPLE FORMS USED BY THE THREE SCHOOLS TO OBTAIN INFORMATION FOR THEIR EVALUATIONS. (PA)

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Evaluation of Local Vocational Education Programs

Bureau of Education and Research Services
College of Education
Michigan State University
East Lansing, Michigan

September, 1965

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Evaluation of Local Vocational Education Programs

A Manual for Administrators, Teachers, and Citizens

Harold M. Byram
Professor of Education

BUREAU OF EDUCATIONAL RESEARCH SERVICES
College of Education
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East Lansing, Michigan

JULY 1965

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Overview

This manual is one outcome of the research project, "Development and Demonstration of Procedures for Evaluation of a Comprehensive Program of Vocational Education in the Public Schools," conducted from April 15, 1963 to July, 1965. The project was financed by the Michigan Department of Public Instruction as a part of its program of encouraging and supporting research in vocational education.

The assumption underlying this project was that public schools are seeking more effective ways of determining the effectiveness of their programs for preparing employment-bound youth and adults for a changing occupational complex. The years 1961-1965, starting with the work of The President's Panel of Consultants on Vocational Education and now being implemented under provisions of the Vocational Education Act of 1963 and other public acts, have seen an up-surge of interest in and concern for the evaluation of vocational education--on the part of citizens as well as on the part of school administrators and their staffs. This manual is intended to serve these broad interests and needs.

As presented in this manual, local program evaluation could be a major undertaking involving a number of professional people and citizens. It is possible that, in some schools, it will be desired to conduct an evaluation on a smaller scale, or with less involvement. Chapters 7 and 8 are suggested for use in such cases.

The principles and practices in this manual are based to a large extent on the experiences of, and study by, the staffs of the three Michigan public schools which cooperated in this project. They are Fitzgerald (P.O. Warren), Gaylord,

and Marshall. The instruments and other forms included in the appendix are some of those which were developed or used in these schools.

The cooperation and help of the local project directors, M.C. Prottengeier, and later, Richard Berryman, Fitzgerald; Donald Crandall, Gaylord; and Edward Rose, Marshall; are hereby acknowledged. These men were aided by Joe Teufner, Fitzgerald; Ivan Davis, Gaylord; and John Strough and William Crumrine, Marshall; as well as by teachers committees totaling 22 members, and by citizens' committees totaling 39 individuals.

At various points in the project, assistance was given by Dr. Helen Hollandsworth and Mr. Allen Barron of Michigan State University, and by Mr. Arthur Hansen of the Michigan Department of Public Instruction. The author of the manual, Harold M. Byram, was assisted in the preparation of the manuscript by Arlynn D. Anderson, research assistant, Michigan State University.

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I. PREPARATION FOR EVALUATION OF LOCAL PROGRAMS OF VOCATIONAL EDUCATION

Deciding on What to Include in the Evaluation

The scope of an evaluation of vocational education will depend upon what administrators and teachers want to include. As far as curriculum is concerned, it is suggested that all of the curriculum which has vocational objectives be considered--at both the high school and post-high school levels. Evaluation should not be limited to those subjects reimbursable under the National Vocational Education Acts. On the other hand, there probably are several practical arts courses, usually thought of as a part of general education, such as industrial arts and home economics at the junior high school level, which would not necessarily be included. While home economics, as a field of study, has not aimed primarily at preparation for wage-earning employment, it should be included. Any practical arts program could be included at the discretion of those in charge of the local study.

If the evaluation of the program is to be comprehensive, it should not be narrowed to the formalized courses currently offered in the several fields. For example, even though no instruction in vocational agriculture may be offered in a given school, it should be considered, since there may be a need for such instruction in terms of employment opportunities and/or occupation interests on the part of high school students or adults. Likewise, a school which offers no preparation for industrial or distributive occupations should consider whether needs in these areas are being met.

Since it would be hoped that all subjects in a school curriculum contribute either directly or indirectly to preparing youth

and adults for the world of work, the total school curriculum should be considered. The amount of emphasis which would be placed on each area of the curriculum, however, would depend upon how specifically each area does or could contribute to preparation for employment.

It is highly important that the evaluation include post-high school phases of the program. More specialized vocational education should, and probably will, be given at this level. The demand for adult vocational and technical education, resulting from the changing occupational complex, including the need for re-training, serve to underline the importance of the post-high school levels.

The program of vocational guidance definitely needs to be considered. A guidance program should include provisions for placement of graduates in employment, and for follow-up of these and former students.

Broadening the Approach of Evaluation

Many teachers place a great deal of emphasis on evaluation of their instruction. They generally have tended to focus on evaluation of student achievement. Beyond this, some teachers have also sought to validate the content of the courses they teach by asking for reactions of students and parents to the content of these courses. Going a step further, some teachers have gone about evaluation quite systematically--by identifying objectives, behavioral goals, and outcomes, and then determining the kinds of evidence to collect and interpret.

It has been rather infrequently, however, that teachers have given much more than passing thought to the provisions for vocational education of the school as a whole. The comprehensiveness of the entire program of studies, and the extent to which they combine in ways which prepare youth and adults for the world of work, have not constituted a primary concern of many teachers.

Before a project on the evaluation of vocational education programs is started, it should be made clear to administrators, teachers, and citizens that total effectiveness is to be studied. This effectiveness should be judged in terms of the extent to which all aspects of the school programs help the individual to become employed, satisfied, and successful in the changing world of work.

Deciding on the Basic Approach to Evaluation

An evaluation may be made by the school staff and administrators through committee work. The advantage of this approach is that the persons involved must subsequently implement recommendations for change and bring about the changes or improvements recommended. The difficulty which sometimes occurs, however, is that the people operating the program may be so close to it that they fail to sense some of the important elements to be examined or the significant needs to be explored. Some school people may feel that they lack necessary competence in developing evaluation instruments, or in analyzing and interpreting the data to be collected.

It is not surprising, therefore, to find that some evaluations of vocational education programs have been carried out be employing "outside experts" to come into the school and make the evaluation. The benefits of expertise are obtained, but this approach also has some shortcomings. "Outside experts" may not sense all of the concerns of the school staff and of the people of the community. Moreover, there is no guarantee that the findings and recommendations of such a group of evaluators will be heeded or implemented, especially if those who are to carry them out have not had a part in formulating them.

Some evaluations, conducted by teams of "outside experts," tend to stress ways and means rather than goals and outcomes. This emphasis often results from the development and use of instruments based on "evaluative criteria."[1] These instruments tend to stress the measurement of conformity to pre-determined standards--such as laboratories and shops and their equipment, the qualifications of teachers, the scheduling of classes, and the selection of

---

[1]These formalized instruments may, however, be of value to a school committee on evaluation. Examples and sources are:

a. "Evaluative Criteria for Distributive Education," "Evaluative Criteria for Vocational Agriculture," and "Evaluative Criteria for Industrial Arts Education." All of these publications are available from the American Vocational Association, 1010 Vermont Avenue, Washington, D. C.

b. "A Procedure for Evaluating a Local Program of Trade and Industrial Education." Available from the American Technical Society, Chicago, Illinois.

c. "Evaluative Criteria for Business Departments of Secondary Schools," Monograph #90. South-Western Publishing Company, Cincinnati, Ohio.

d. "Evaluative Criteria for Use in Evaluating Secondary School Programs of Vocational Education," The Cooperative Study of Secondary-School Standards. National Education Association, Washington, D. C.

class personnel. Some programs will be evaluated by the "ways-means" approach--either by intent or otherwise--since accrediting agencies, and state agencies responsible for checking compliance with regulations for reimbursement, may be obliged to use this approach.

Modern philosophy with respect to evaluation, however, gives strong support to the "goals-outcomes" approach. The question suggested is: How well is the school achieving the goals of preparation for the world of work? The school has accepted the goals implied by the question, and it is toward these goals that it is directing its instructional programs of occupational preparation.

One of the principles of evaluation receiving increasing acceptance is that those who are to be affected by an evaluation program and/or who will be responsible for implementing any changes which may result from it should be involved in the process of evaluation. This is to say that those who are to check on the measurement of program outcomes should be those who helped to establish the goals of the program. So, theoretically at least, every school staff member--but particularly those who have responsibilities for specialized occupational preparation--should be involved more or less in the total evaluation project. Pressure of staff assignments and lack of time naturally will result in the assignment of many of the time-consuming aspects to a portion of the staff and administrators rather than to all.

Administrative Directives and Authority in Program Evaluation

The initiation of a project to evaluate the total program of vocational education in a school may come from the superintendent of schools or from the board of education. The school board should be made aware of the need for evaluation and what will be involved. The project should be initiated, not because periodic evaluations are required under the policies of The Vocational Education Act of 1963, but because the board and the school staff want and feel the need for it.

One of the next steps is to appoint an individual as the director of the evaluation. In a small school this person could be a teacher, if time can be provided for him to do this work. It could be the high school principal. However, if the principal is to direct the study, it would be desirable that he be freed from

some of his regular duties, or that a staff member be assigned to him as an assistant on evaluation--with time provided in the staff member's schedule to do this work.

In a few small schools and many medium-sized schools, and in all large schools, the appointment of a local director of vocational education either part time or full time would be justified. Since program evaluation should be one of the functions to be performed by a local director, he might be the logical person to direct an evaluation in many instances. One important point needs to be stressed here, however. The local director is not generally regarded as being a line-staff officer. However, if a line-staff officer is named to be the director of the study, he may have a co-director or assistant to whom might be delegated the authority necessary to provide the leadership required to elicit cooperation on the part of staff. Staff members should be made aware of the responsibilities assigned to the director of the evaluation project and of their own roles as they cooperate with him.

The person who is to direct the evaluation of programs of vocational education should be one who is interested in, and who has understandings about, vocational education; and who has sufficient experiential background and education to justify him in this leadership position. Other individuals who could be considered would include the curriculum coordinator, the director of research, or the assistant principal. In small schools, this role might need to be accepted by the superintendent of schools.

In addition to time available for working with teachers, committees, and employers, and time for study, research, and writing, the director of evaluation should be provided with clerical help, equipment, supplies, and necessary travel funds.

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II. THE ROLE OF THE LOCAL DIRECTOR IN PROGRAM EVALUATION

Orientation of Staff

Several activities have been found effective for orientation of staff to an evaluation project. Perhaps the most common is the utilization of regular faculty meetings for two-way communications regarding those parts of the school program contributing most directly to preparation for the world of work. The faculty discussion presents an opportunity for many staff members to increase their understanding of specialized instruction for employment-bound youth.

Faculty meetings have been used to emphasize the point that every staff member may make a contribution to occupational preparation through instruction and guidance. They also could be used to point out the need for development of occupationally-oriented courses which could be beneficial to all groups of non-college bound students.

Some local directors have, in addition to or in place of these general staff meetings, held meetings of all teachers of vocational and practical arts courses. Such meetings may be held during pre-school-opening conferences or during the regular school year.

Consultants have been used in all of these types of meetings--to raise or discuss questions concerning what aspects of occupational preparation ought to be studied. They also have been asked to explain the meaning of, and the varied approaches to, evaluation; and to describe evaluation practices used by other schools. Other effective means of orientation of staff to the project might include a professional newsletter, and/or a school newspaper.

The advent of new teachers into the system after the project has been started should be given attention. Progress reports, departmental reports, flow charts depicting work of committees, and personal conferences may be used effectively. The purpose of these communications is to help each staff member become aware of his or her individual importance to the success of the project, and to develop a professional attitude and competence necessary for effective participation in the project.

Communications in Regard to Program Evaluation

It is essential that all local professional personnel be kept informed of evaluation activities. This group includes the superintendent and the assistant administrators, the coordinators or directors, and the guidance personnel.

Communications also should go to the board of education through the superintendent--to the extent that the board desires such periodic reports. Administrative policy should be followed in making periodic reports to parents and to the general public. If there is an advisory committee for vocational education, or an advisory committee on evaluation of vocational education, regular communications should go to such a committee or committees.

Both individual contacts and group contacts may be used, either through appointment or at informal meetings. Mass media--such as meetings of civic and service groups, the press, and radio--may be used in some instances.

Clarifying Program Objectives

The local director of evaluation may be very helpful in clarifying overall objectives. Many teachers will have stated objectives for each course that they teach. There should also be statements of objectives for each department or curricular area--such as business education, agriculture, or home economics. The evaluation director may assist teachers to state such objectives.

The typical school faculty, however, may not have a written statement of the over-all objectives of vocational education for the school. Early in the evaluation project, the members of the staff should be helped to determine what the hoped-for outcomes of education for over-all vocational effectiveness should be. Unless this

is done the basis for determining what to measure will be difficult to formulate, or it may be unrealistic.

Identifying and Selecting Areas Needing Study

The central question to be answered by the local director and staff or staff committee is: What do we need to study with respect to vocational-technical education in this school and community? Consultants may be helpful at this point by suggesting questions to be considered. Some typical concerns might be:

> What should this school be trying to do to prepare employment-bound youth for the world of work?
>
> How can we determine if our former students are successful in getting employment and succeeding in it?
>
> What do the changes in occupations and employment mean for this school program?
>
> Is our program successful in meeting the needs of former students and other adults who lose employment or who are seeking other or better work opportunities?
>
> What occupational categories or fields, not represented by existing curricula or departments in the school, should be considered--in view of the changing occupational scene?
>
> How effective is this school in helping youth to take advantage of occupational preparation programs here, and/or in an area vocational school?
>
> To what extent does the present curricular offering reflect the occupational training interests of students?

The director should encourage the school staff to bring up all pertinent questions such as these. The staff committee may then proceed to select from these those that will be studied.

Coordination of Staff Efforts in the Evaluation Process

Effective ways of coordinating staff work include the use of a staff committee on evaluation, and the use of small group meetings. A common practice is to hold a monthly meeting of the vocational department heads. In a larger school such meetings are often alternated with semi-monthly meetings of smaller groups.

The director of the local evaluation project--whether he is officially given this title or not--is in a key position to cooperatively develop purposes and plans for the project. His role encompasses functions described in this section and, in addition, those functions necessary to give leadership to the other activities discussed in this manual.

Local directors have found that keeping records of their own activities helps to clarify for themselves and others their roles in evaluation. These records have included logs of their own activities, minutes of meetings and conferences, and copies of materials produced--including data-gathering instruments, correspondence, and similar materials. Some or all of these records may be of value in helping directors to evaluate their own activities.

III. UTILIZING SERVICES OF CONSULTANTS

Determining the Type of Consultant Service Needed:

As used here, a consultant is a person from outside the school staff who has had experiences and/or education which qualifies him to give advice, information, and/or suggestions regarding professional decisions, plans, or matters which should be studied. Some persons who may qualify as consultants live in the community, or in nearby communities, or work in regional offices of state agencies. Others may be found in state and federal agencies, and in state institutions of higher education.

Consultant service is most appropriately requested after some preliminary work has been done on the problem being dealt with. When some specialized proficiency is recognized to be lacking, or when information is lacking, either or both may be available from or through a consultant. Universities which have programs of vocational teacher education have members on their staffs who have knowledge and experience in vocational education and in research. The consultants on the staff of a state department of public instruction have similar competencies. They also have direct access to certain information regarding programs in schools. The state employment offices of the U. S. Department of Labor have staff members with a background of acquaintance with labor market trends, unemployment information, and some training programs (e.g., Manpower Development and Training). County directors of the cooperative extension service have served as consultants for some educational planning committees. There are many business, industrial, and agricultural associations which have staff members who have access to, and should be able to supply, pertinent occupational information.

Some of the types of persons just named, who are employed to give consultant service, as well as others who are state or county employees, will give a limited amount of consultant service without cost to the local school, or with reimbursement of expenses. It may be necessary in the case of some consultants, however, to contract for such services. Particularly would this be true if a consultant were to be used several times, or over a substantial period of time. Listed below are a few of the specific kinds of help which may be available from consultants:

Meeting with the board of education to discuss evaluation of vocational education,

Assisting in determining the phases or questions which should be studied,

Suggesting possible solutions to problems,

Supplying information necessary for developing or for modifying over-all objectives,

Giving advice on organizing and using a citizens' advisory committee,

Assisting in identifying local resource persons and/or consultants,

Assisting in developing data-gathering instruments such as survey forms, questionnaires, and interview forms,

Providing occupational information of state or national scope,

Adapting instruments to data processing equipment,

Assisting in determining how to analyze, summarize, and interpret data,

Assisting in editing reports,

Assisting the local director in training staff members in evaluation practices, and

Working with other consultants, and thereby serving as a contact with yet another agency of potential assistance.

Laying Plans for Utilization of Consultants

A director of the local evaluation project, or a local administrator, would do well to think rather specifically of the questions to be asked of a consultant. He also should consider the specific type of information, or instruction, or advice, which should be sought. These questions could be in writing, and they should be stated rather specifically if the time of the consultant and of the school staff are to be well utilized.

If a consultant is brought in to give help on the planning of a survey or other type of inquiry, it would be very helpful to have developed a statement of the purposes and the scope of the proposed study. When a consultant is invited to meet with an advisory committee or a staff committee, the members of such a committee should be informed in advance that the consultant will be present, and of the type of help which may be expected from him. This would be unnecessary if the committee, as a body, previously had discussed its need for help and had requested a consultant for this.

When a consultant is asked to deal with, or to react to considerable local data or other information, the relevant documentations should be supplied to him in advance so that he may study them. If there are controversial local issues, they should be made known so that the consultant could decide whether to avoid them, to supply information to aid in settling them, or to take a position with respect to them--depending on the understanding on these matters between the director of the evaluation and the consultant. In addition, proper interpretation of local conditions should be given to the consultant if effective results are to be expected.

Staff and Administrative Cooperation with Consultants

It is important that local school staff members, or others utilizing consultants, schedule and plan their own activities so as to be free from conflicting duties or activities at the time agreed upon for consultant work. It is not always easy to make arrangements to have another person handle the regularly-scheduled activities of staff members. Unforeseen demands may come up unexpectedly. Nevertheless, in fairness to the consultant, and certainly in the interests of accomplishing the purposes of conferences with the consultant, arrangements should be carried through for unhurried consultation, free from distractions.

Notes should be kept of matters which have been discussed. These notes may include recommendations by the consultant, and tentative decisions regarding next steps to be taken. Implementation of decisions reached through consultant service is often dependent upon support from administrators. Thus they should be involved in inviting consultants and in directly working with them--along with the local evaluation director, and staff, and committee(s).

Utilizing Consultants for Interpretation to the Community

The kind of evaluation project envisioned in this manual is one in which the local school staff and citizens carry out the evaluation activities. It is recognized that there may be some evaluations conducted under contract with an institution or organization, utilizing consultants as chief investigators or directors. One value of the evaluation project in which local staff and citizens are involved, however, is that the same persons who take part in conducting the evaluation also are the ones who may have the responsibility for putting recommended changes into effect. They are not bound to follow the suggestions of consultants, but they should consider them and select those which they think should be accepted. If an advisory committee has been used, it should further be utilized for advice or for the implementation of recommendations made by consultants.

IV. COOPERATIVE STAFF ACTIVITIES IN EVALUATION

Selecting and Organizing a Local Committee on Evaluation

The purpose of having a local staff committee on evaluation is to provide for involvement of, and for expression from, those who are connected with all phases of the school program most directly concerned with preparation for the world of work. By using a committee, the responsibility for the action phases of the project can be placed on a small number of persons, some of whom may be given specific amounts of time for work on the project.

It has been demonstrated that it is satisfactory to place on such a committee a representative of the staff from each of the vocational fields. In larger schools, the person designated as the head of such a "field" department (if any) might be put on the committee. In addition, a coordinator of cooperative occupational education and the director of guidance might be on the committee. Other persons who could be considered would be the director of placement, a curriculum coordinator, and the director of adult education--if these persons are not already on the committee because of holding dual positions. Variations in local situations will govern these decisions. In some cases it may be desirable to add a staff member from one or more curricular areas such as mathematics, science, or other course areas which provide some of the basic education for later specialization. Some schools have included a representative from the art department because of the possibility that the nature of such instruction might lead to exploration of design, commercial art, packaging, etc.

The size of the total staff will determine to some extent the size of the working committee on evaluation. Experienced teachers

and those teaching upper level high school, post-high school, and adult courses are more "vocationally" involved and generally are to be preferred. There must, of course, be an interest in the project on the part of the working committee members, and ability to carry out the related activities.

Providing Time for Committe and Individual Work on Evaluation

This procedure is one of the more difficult to carry out. Two provisions are essential: A qualified group of substitute teachers, and provision in the school budget for released time. The latter provision could be tied in with provisions which every school should make for curriculum study and in-service education. Teacher assistants have also been used.

Some schools reimburse committee members who work on Saturdays or during vacation periods. It has not been found satisfactory to use only after-school time for committee activities. Some schools have scheduled the classes of teachers on the committee so that their "conference period" comes at the same hour, and this period is used for committee work. Other schools have written provisions into the teacher's contract about participation in certain types of meetings in lieu of other more extensive, formalized in-service training such as credit workshops or courses by universities.

Planning for Committee Activities in Evaluation

The meetings of the staff committee should be carefully planned to make them most effective. This requires analysis of the whole task--by the director, or jointly by the director and the committee chairman, if the director is not serving as chairman. Some of the time of each meeting may need to be used to plan future activities. The director particularly, but also the committee, must decide what the committee as a whole will do, what may best be done by sub-committees, and what should be done by individuals. Early in the project, the steps in conducting the study may well be listed--with target dates for the completion of each. It may also be possible at this early stage, to determine the specific responsibilities of each staff member and sub-committee, and have these items written into the charted plan.

V. INVOLVEMENT OF CITIZENS

Communications To and From Citizens

A principle underlying the basic framework for evaluation, as proposed in this manual, is that those affected by the program should have a part in the evaluation. Most citizens of a community do evaluate a program of vocational education. Whether this is done willy-nilly or in a systematic manner will depend on the planning that goes into the project, the extent of involvement of citizens, and especially the adequacy of two-way communications.

Communications from citizens may provide information about interests, felt needs, employers' needs, and opinions. This information may be of help in formulating the over-all objectives of vocational education. Communications to citizens should help to increase their understanding of what the school is doing, the objectives of each phase of the program, and the purposes and practices involved in the evaluation project. The avenues for both types of communication should be kept open at all times. These avenues may include radio, newspapers, the school newsletter and other mass media. Another means of communication is through the citizens' advisory committee.

Types of Citizens' Committees for Evaluation

One type of citizens' committee is a permanent one organized to give advice on the total program of vocational education in the school. Evaluation could be one of several functions or interests of such a committee. A variation of this would be a sub-committee on evaluation. In some schools, a citizens' committee may be called a "committee of consultants on vocational education" because the local administration prefers to avoid the word "advisory."

Another type of committe is one organized and utilized for a limited period of time--such as a two-year period covering the work of the evaluation project. Such a committee might be a large one, with sub-committees assigned to certain phases of the project.

Some schools have used a small, quasi-advisory committee for evaluation. The members of such a committee would include both citizens and professional people, including teachers.

A teacher may draw together a small group of citizens for consultation on an informal basis. Where this is done in several departments, representatives of each group could meet together as an advisory committee on vocational education.

How to Choose Members of a Citizens' Committee

Suggested criteria for membership on a citizens' committee for evaluating the total program of vocational education are the following:

Knowledge of a field of work, and/or work experience in the community;

Knowledge of employer requirements and needs for employees, particularly beginning workers--including persons currently working with beginning workers;

Interest in the school and its program--which may have been demonstrated by assistance on a cooperative occupational education program, and/or by helping with field trips, etc.;

Willingness to serve, and with time to give to committee activities;

Confidence on the part of citizens in the person's judgment--which is not always possible to determine in a suburban fringe area, or in a community with a rapidly changing population; and

Ability to communicate information and ideas to the community and to the committee.

The members of the staff committee ordinarily would be asked to suggest names of persons to be considered for nomination to the advisory committee. Persons suggested should not be nominated by organizations or agencies, although the head of an organization may be asked to suggest some one for the committee. No members should be thought of as "representing" an organization or agency. Every member on a committee should regard himself as representing citizens, rather than representing any particular group, organization, or company.

Names of prospective members may be further screened by local administrators. Some informal or unofficial inquiry may be made to ascertain willingness to serve. The nominations, when submitted to the board of education, may include more names than needed for the committee--and the board with the request could be asked to select a given number for the citizens' committee. The board could, of course, add names, if it chose to do so.

What Citizens' Committees Can and Cannot Do

Following are some specific examples of things that have been done by citizens' committees in the area of program evaluation:

Discuss the over-all objectives of vocational education of their local public school;

Give advice on departmental objectives;

Give advice on the occupational scope to be considered for the program;

Help to acquaint the community with occupational opportunities and employment needs;

Help to develop and/or to try out interview forms and conduct interviews with employers;

Help conduct a survey by mail to get evaluations from parents and from other citizens;

Give suggestions on placement of graduates and on the school placement service;

Help teachers to be more comfortable in talking with employers and employees about employment opportunities and needs;

Read and react to data assembled and analyzed regarding outcomes of the local program of vocational education; and

Give advice regarding follow-up studies.

Other advisory contributions of citizens' committees have tended to be of a more specific nature:

Recommend establishing a guidance program;

Suggest adding a course on business machines to the business department;

Advise on equipping a mechanics shop;

Develop suggestions for over-all program policies for consideration by the school administrators and the board;

Assist in identifying potential special teachers for adult vocational courses;

Help to promote new programs or courses--through talks at community meetings, at gatherings of organizations, and in other ways;

Help to promote adult vocational education courses; and

Advise new vocational teachers on occupational training needs in the community.

A citizens' advisory committee cannot administer a school program, nor can it take over functions of the board of education. It should not be expected to make professional decisions which the school staff is qualified to make, nor does it engage in work which the school staff and other public servants are employed to do.

Relations to School Staffs

Since school staffs are employed to teach, the members of citizens' committees naturally would not be expected to perform this function, nor would they advise regarding instructional procedures. They should assist the staff, however, to determine the effectiveness of instruction in terms of preparation for the world of work. This task is one which the staff members cannot do entirely unaided--simply because they are not close enough to the world of work outside the school.

In a true community school, the teachers utilize the resources of the community, including human resources: the people who are engaged in the world of work. The school is looked upon by the citizens as truly their school, and they feel comfortable in working with teachers and administrators. School staff members could be invited to sit in as observers at some of the advisory committee meetings. They could then make reports to the committee, or submit questions which might help in evaluating the total program.

VI. ANALYZINC CURRICULAR OFFERINGS AND RESULTS

Identifying Outcomes Anticipated from Courses

An evaluation of a local program of vocational education which gets to the heart, or to the center, of instruction is needed. Instruction for employability may well emphasize curricular analysis, and a comparison of expected or actual outcomes of courses with the competencies required by employers. If the objectives for courses leading to employment have not been formulated, the teachers assigned to teach them may be asked to state them. Among the objectives considered should be those which relate to job performance--that is, to occupational competencies, abilities, or skills. In smaller schools, the formulation of objectives will be the task of individual teachers. In larger schools, the teachers of all sections of a course, or all courses of a series, may jointly state and list the competencies which it is hoped instruction in the courses will develop. Some examples from several fields and possible courses are:

Field	Course	Examples of Competency
Agriculture	Mechanics	Ability to perform maintenance operations on a farm tractor
	Management	Ability to keep general farm accounts
	Horticulture	Ability to grow chrysanthemums
	Animal Husbandry	Ability to plan a ration for growing pigs
Office	Typing II	Ability to set up and type letters using a variety of letter styles and different types of punctuation
	Business Machines	Ability to operate all machines in the room
	Bookkeeping	Ability to make initial entries in a journal

Field	Course	Examples of Competency
Distribution	Merchandising	Ability to present information to sell a product
	Display	Ability to arrange cosmetics attractively in a show case
Service Occupations	Food Service	Ability to set an attractive table Ability to meet people and to serve them
Home Economics	Foods	Ability to plan, prepare and serve attractive, well-balanced meals
	Home Nursing	Ability to make a patient's bed, give a bed bath, and administer medicine as prescribed by a physician
	Interior Decorating	Understanding of qualities to look for in the selection of carpets, draperies, upholstery, etc.
Industrial Education	Drafting	Ability to completely detail components from layout and assembly drawings
	Fluid Power	Ability to maintain and repair hydraulic and pneumatic components
	Machine Shop II	Ability to set up a project using the mass production method

Most statements of objectives naturally will include, in addition to competencies or abilities, certain attitudes, understandings, and appreciations. These factors are important in teaching, and their attainment should be evaluated. Primary attention in the evaluation, however, may be placed on competencies--since employers often do mention qualifications in terms of them.

Setting Standards of Attainment for These Outcomes

When the outcomes of instruction, in terms of specific competencies, have been identified and stated to a reasonably specific degree, a pertinent question to ask is: How well is it hoped that

the individual student will be able to do what we say he should? For example, if the learner should acquire competency to adjust the brakes on an automobile, the question is: How well should we expect him to do this? Should he be able to do the job in a given amount of time? Should he be equally competent on all makes of cars, or on just certain ones? Against what standard shall acceptibility of performance be measured?

Some of the statements of occupational competencies or abilities may need to be broken down into component parts before a specific goal can be stated in such a way that attainment could be readily measured. The degree of attainment might vary according to the local school offering. Following are some specific statements of this type:

Typing I	Ability to type 25 words per minute for five minutes, with three errors or less
Shorthand I	Ability to take dictation at 60 words per minute for three minutes, and transcribe with 95% accuracy
Drafting III	Ability to apply limit dimensioning in terms of tolerance and allowance, based upon judgment and A.S.A. Limit Tables
Soils	Ability to classify a given tract of land on the U.S.D.A. S.C.S. classifications, and to prescribe the general cropping treatment appropriate for it
Wardrobe Care	Ability to identify major natural fabrics and combinations, and to prescribe and apply appropriate techniques of repairing burns, cuts, and tears; ability to dye light and dark colors, and to clean spots and stains originating with foods, oils, drinks, and medicines
Food Service	Ability to prepare a customer's bill accurately

A logical source of standards for specific competencies are the requirements for entry employment. Some of the foregoing statements may be made more specific from studying employment requirements, and by adjusting them to the age or grade level of students to whom they apply. Both employers of full-time graduates, and of part-time students on a cooperative education basis, are in a position to state, in fairly specific terms, the minimum abilities

they are looking for in employees.[1] These abilities may be modified by teachers in terms of what it is reasonable to expect of the students in question.

Identifying Gaps in Curricular Offerings

A thorough analysis could be made of the school's curricular offerings in terms of job competencies. Comparison with the competencies elicited from employers and prospective employers would reveal any gaps in the school's offerings. Such a comparative study could be made by individual teachers, or by means of a series of departmental meetings.

In addition, it is important to remember that some competencies sought by employers could only be developed through a series of courses cutting across departments or fields of study. Consequently, it is suggested that the comparison of competencies developed with the competencies needed in employment constitutes an activity to be carried out by a total-staff evaluation committee. When this kind of comparison is made, particular attention is drawn to the need for new courses, new units, modifications of experiences, and/or to the need for team teaching by two or more specialized teachers. It may also be discovered that certain competencies may be needed in more than one occupational area, and that students could be placed in one group for this preparation. For example, business mathematics could be offered to students preparing for employment in a business office and to students receiving training in farm elevator operation.

The analysis of competencies needed should not be limited to those occupations in which students have been placed in the past, nor only to those occupations which currently existing courses presumably prepare youth to enter. Occupations in which entry job opportunities exist, and for which the school is not preparing youth, also should be given careful attention. It may well be that a study of new or emerging jobs might justify consideration of new

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[1]Helpful interviewing techniques and an employer-interview form used by one school will be found in Appendices A and B, respectively.

offerings. It is also possible that jobs which heretofore required only a small amount of on-the-job training may have changed in character to the point where additional skills are required--skills which should be possessed by the person before he takes the job, or skills which are not easily developed on the job.

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VII. STUDYING NEEDS FOR VOCATIONAL EDUCATION WITH REFERENCE TO EXISTING PROGRAMS

Deciding on Kinds of Needs To Be Studied

Studying needs for vocational education is, in a sense, a validation of the current program. The underlying theory is that there is a positive correlation between occupations for which training is provided in the school on the one hand, and (1) the opportunities for placement of former students and graduates, and/or (2) the in-service, employment training needs of adults.

Since there would be a variety of needs that conceivably might be studied, an early decision should be made as to where the focus is to be. One focus is on the needs for which high school or post-high school training would be appropriate. This study could include an assessment of the potential work stations for a cooperative occupational education program--anticipating that such a program could be started.

Another approach which has been used is to make an inventory of occupations represented by people living in the community or area. This approach conceivably could include the occupations of persons commuting to other cities to work. The commuters coming into the community to work might draw attention to local shortages which make it necessary to "import" workers with certain kinds of competencies.

Follow-up studies of former students show that although, on leaving or graduating from school, many have entered work close to home--probably within commuting distance--some have migrated to different communities. This fact suggests two other kinds of needs which may well be studied. One is the broader occupational interests

of some students which may, in part, account for these migrations. The other is the occupational training needs and the employment possibilities of the region or the state.

Utilizing Data from Agencies and Organizations

The U. S. Department of Labor is an example of a Federal agency having state offices with branches, and with several arms or services from which different kinds of data may be obtained. Examples of such services are the Employment Service, the Bureau of Labor Statistics, and the Bureau of Apprenticeship. Some services of the Department of Commerce and of the Department of Agriculture may also be considered.

Organizations sometimes have occupational data which are otherwise not available. Examples of such organizations are chambers of commerce, and organizations of businesses such as the Farm and Power Equipment Association. Larger businesses or industrial organizations, themselves, likewise may have access to employment information not otherwise generally available.

Utilizing Census and Other Recorded Data

The most recent decennial general censuses and the quinquennial agricultural censuses are of value in gaining an over-all picture of a county or of a state. Two of the shortcomings of these data tend to reduce their value. One is that most communities or school service areas do not coincide with country boundries. The other is that their classification of occupations is too general to be of great value. The classification is oriented to production-management in businesses and industries.

Whatever the shortcomings of periodically recorded data such as the census, there is inherent in them the possibility of showing trends. Following are examples of trends in three counties from 1940 to 1960 noted in analyses presented in the MVEEP report.[1] Clerical, sales, and kindred workers increased in Calhoun and Otsego counties from 8.1% to 10.2% and from 8.5% to 13.6%, respectively. But in the metropolitan fringe county of Macomb, these

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[1] Vocational Education in Michigan. The Final Report of the Michigan Vocational Education Evaluation Project. Office of Research and Publications, College of Education, Michigan State University, 1963. Pp. 160, 167, 171.

workers increased from 12.3% to 22.7%. In the professional, technical, and kindred category, Otsego made no significant increase while Macomb jumped from 5.5% to 11.9%. In Otsego County, with many tourist businesses, the proportion of women in the labor force employed as service workers nearly doubled by increasing from 16.5% to 31%, as contrasted with an increase for all employed in this category in Calhoun County only from 8.1% to 10.2%.

Collecting Data for an Area to Determine Manpower Needs

The evaluation committee may properly build a rather comprehensive list of logical questions about manpower needs. From this list can be selected those which seem important to the committee's objectives, and which appear to be of the type which could be answered through interview or questionnaire. The following list is suggestive only, but it may serve as a beginning for studying occupations other than farming.

1. How many persons are usually employed in each occupation: male, female; part-time, full-time?
2. What are the minimum and maximum ages of persons in each occupation?
3. How many persons have been separated from their employment in each occupation within the past 12 months? (Temporary layoffs are not included.)
4. In what occupations are there current shortages of workers? What are the reasons?
5. In what occupations are there qualified workers who are unemployed? What are the reasons?
6. For what jobs would employers prefer employees to have specific training prior to initial employment?
7. What kinds of vocational training do the several firms think the schools should give?
8. How many new workers have been imported from another community during the past twelve months?
9. How many residents in the community commute to work in another community? What are the jobs at which these persons are employed, and what is the number employed at each job?
10. Where do employers recruit new employees less than twenty-five years of age?

In addition to these questions, others relating to farming may be included. For example:

1. What is the number of full-time, established, farm operators in the community?

2. What is the number of persons employed in another occupation part-time, and in operating a farm part-time?
3. What is the number of young farmers not yet fully established as sole operators of farms? How many are working in partnerships, at home working for wages, for an allowance, or have enterprises of their own?
4. What is the number of persons employed on farms the year round?
5. What are farmers' interests and needs for adult classes in agriculture?

A form used by a Michigan School to make a study of this type may be found in the appendix.[2] Each evaluation committee may wish to develop its own form. A caution to be observed is to avoid collecting data which will not be analyzed, or which are not really needed to answer the questions posed.

Where several communities or schools wish to cooperate in making an area study, the procedures for collecting data could be quite similar to those previously described. Many more people might need to be involved. In addition, more weight would be attached to data available on a regional or national basis.

Analyzing Data to Determine Needs

The amount of analysis given to collected data often will depend upon the questions to be answered. If trends are desired, then one should seek data from which trends may be inferred. Sheer numbers of employees in a certain job may not be as significant as the annual turnover, or the annual rate of expansion, in a certain job.

A study based upon data collected only at one given time might be of limited value in showing trends. Therefore, an analysis which shows employers' future plans and hiring patterns could be helpful. Some of the factors influencing trends include people's habits of buying and their habits of leisure. The length of employability in an occupation is also a factor. Jobs for which employers are seeking employees with certain training, as contrasted with general requirements, or with those of other employers--as expressed in previous years--would be worth analyzing if such information were available.

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[2]See Appendix C.

Evaluating Existing Programs in Terms of Needs: Theoretical and Actual, Current and Projected

We return to the theory underlying this chapter, namely that the existing programs should match the theoretical and actual, the current and projected needs. If the extent of matching is to be determined, it would be necessary first to list possible programs of vocational education with the courses and/or other units named, and then to list the occupations for which these programs provide instruction--for entrance, up-grading, or re-training. These lists would be built upon the data collected from the sources just described. The existing program could be placed parallel to this revised program. The differences between "what should be" and "what is" would become starting points for developing tentative evaluations. Besides the gap among needs and offerings, the existence of other possible gaps could be determined. The lack of offerings for a particular age group, and/or the lack of a variety of programs for girls or women, are examples of areas which might possibly need to be examined. Until the practical realities of the situation were assessed, the identification of gaps or inadequacies would be somewhat theoretical. There would remain, for example, in addition to the obvious matter of financing programs, the assessment of staff competencies, staff requirements, and the facilities available for training.

Evaluation of Staff Competencies and Facilities

Probably highest on the list of staff competencies are occupational experience and occupational skill. The lack of a sufficient number of persons with occupational competency and willingness to teach is at the root of the perennial shortage of qualified vocational teachers. However, it may develop that there are teachers of other subjects on the school staff who also have some job experience and competency, and whose services might be used. The competency of employees in the community must always be considered in determining the future availability of vocational teachers.

Of course every educator would agree that professional competency should be evaluated, and that every teacher should have sufficient preparation in teaching to enable him to be effective. However, competency as a vocational teacher, and competency as an

"academic" teacher are not necessarily the same. The specialized abilities of teachers of employment-bound youth and adult employees should be recognized. Moreover, it should also be admitted by all educators that not all vocational education needs to be given by the public schools. Larger businesses and industries, as well as private and proprietary schools, conduct many effective vocational training programs. The availability of these training resources should be noted. They could reduce the need for certain types of training being offered in the public schools.

Facilities for teaching may exist in the school, or outside of it: on farms, in businesses and industries, and in other places of employment. Thus, the evaluation of training facilities should be comprehensive and, at the same time, oriented to the recognized training need of employees. Employers who are abreast of new facilities and equipment developments in production, processing, distribution, and services, may be asked to assist in evaluating the school's physical facilities for vocational education.

VIII. EVALUATION BY PLACEMENT AND FOLLOW-UP OF FORMER STUDENTS

Utilizing Placement Services in the Evaluation Process

One indication of an effective program of vocational education is the extent to which former students have found, obtained, and succeeded in employment. Several aspects of employment status may need to be studied. For example, aspects such as the available opportunities, job titles and descriptions, requirements for employment, educational background and training for the jobs identified, and salaries or wages. One way which has been used to accomplish this task is to use the services and information which can be made available through a placement program operated by persons directly involved with the guidance and training of these young people.

Some of the services which may be provided by a placement program operated within the school system are:

1. To maintain a record of, and contact with, all known or possible employers;
2. To work with members of advisory committees and with former students currently employed, to provide continuing recognition of the needs of youth and school improvement;
3. To assist in informing students of the job opportunities which are available and of the job qualifications which are needed;
4. To help place the youth, and to use a continuing plan of coordination between employers and employees;
5. To conduct follow-up studies periodically to determine if the school placement service and the courses of instruction are meeting the needs of students and of employers;
6. To assist with studies and surveys to determine job qualifications in demand and to use this information for curriculum planning;

7. To propose and to execute effective measures of improvement when needed;
8. To be constantly alert for the discovery of new methods, materials, and techniques as they occur, and to relay this information to other members of the faculty; and
9. To assist with other research--carried out by both the school and by outside agencies.

Procedures in Organizing and Operating Placement Services

While it is recognized that only a few schools have operated placement services in the past, the value of such programs is generally recognized. The size of the student body, numbers of qualified personnel for its operation, faculty time, school finance, and lack of facilities are all factors which place limits on plans for a placement service. However, it is generally recognized that, in spite of the operational problems which arise, the need for such a service exists and this need should be satisfied as adequately as possible.

Procedures for organizing and operating placement services will naturally vary by school. The procedures followed by Fitzgerald High School, Warren, Michigan have been successful, and could be adapted and used by other schools. The guidelines for operating procedures, suggested and discussed below, are based largely upon this program.

Some of the considerations deserving special attention during the organizational and operation phases of a placement service are: (1) how to provide effective means for aiding students and graduates to appraise their potential employment abilities; (2) how to provide means by which the students and graduates may become aware of job opportunities; and (3) how to provide means of coordinating the needs of students and graduates for employment with the needs of employers. Each community may, by its very nature, have a different view of the objectives of a placement service. But this view should not be myopic because the student employee, the graduate employee and, eventually, the entire placement program will suffer.

One or more planning committees, augmented by representatives from community business and industry, could be used to help start a placement service. These committees would function under the direction of a representative from each of the vocational services

or departments of the school. They could be of great assistance in providing a comprehensive approach to placement. Contacts between the business community and school personnel often provide a wealth of information which could be used in developing a placement service.

After the results of initial follow-up surveys have been tabulated and carefully weighed, administrative approval should be secured before continuing with the next phase of development. Administrative approval and recognition of the findings are both essential. By involving some of the line-staff personnel, especially the principal, it may be discovered that coordination and planning is more readily accomplished. However, complete approval by the entire administration should be secured before continuing with the next phases of development.

After conducting and analyzing preliminary studies, additional staff time for coordinating and planning will be required. Before further planning can continue, it should be understood by the school administrator who has the responsibility for making staff assignments that operating a placement service will require the use of staff time not previously allocated for this function. In most cases, an addition to the operational budget will be required, and revised scheduling of staff time may be necessary. These two factors should not discourage the planning or establishment of a placement service. In Michigan, the salaries and the approved travel expenses of vocational education placement personnel may be reimbursed through Federal and State vocational education funds.

One recommendation which has been made regarding money, time, and personnel for programs of educational research and innovation, is that "School systems should allocate an appropriate proportion of their annual operating budgets--hopefully not less than one per cent--for the support of research and innovation."[1] The same is also true of time allotments. Adequate time should be provided for each staff member to participate in functions necessary for the successful operation of the placement program. Time will be needed to conduct surveys, to plan curricula, to evaluate, and to carry out other activities designed to improve the instructional program.

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[1]National Education Association, Schools for the Sixties: A summary Report of the Book. Washington, National Education Association, 1961, p. 5. (Complete Report from McGraw-Hill, New York, 146 pp.)

The decision as to how time and money are to be allotted will be one that will be made by the board of education and/or the school administrator. However, a reasonable and carefully planned recommendation presented by a planning committee will enhance the chances for acceptance and final approval.

Who will be responsible for the successful operation of the placement program? While such a program will be subject to school policy, it is best that, in the interests of continuity of operation, the responsibility of directing a placement program be delegated to one person. Other staff members involved in the program should serve and function under this person's leadership, and they should be responsible to him. The criteria discussed in an earlier chapter concerning the selection of personnel within the school should be kept in mind when naming the persons who are to be responsible for the management of the placement service.

The coordinators of the cooperative education program, preferably one person selected from each vocational service or department in the school, should work with the persons supervising the placement program. Coordinators must be avilable to trainees during school hours and during on-the-job visitation periods. Individual advice and assistance is provided to coordinate school and job experiences to the best advantage of each student.

Procedure and operation of a placement program will vary from school to school. But in general, many of the main functions and the guidelines for implementation will apply to all schools:[2]

1. GUIDANCE:
   a. Cooperative Education Trainees.--Coordinators are available during school hours and during work station visits. Advice and assistance are provided to coordinate school and job experiences.
   b. Graduating Class.--Provide information and advice to help qualified students apply for positions reported to be available from Civil Service, apprenticeship programs, personnel offices, State Employment Security Commission, military services and other sources.
2. STUDENT RELATIONS:
   a. Cooperative Education Trainees.--High school juniors can make application for cooperative education programs. Successful candidates are placed on jobs during their senior year.

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[2]Kenneth Boogren and J. L. Teufner, "How to Develop a Job Placement Program," Michigan Industrial Education Newsletter, 24:1:3 (October, 1964).

b. Graduating Class.--Applications are made by graduating seniors early in the spring. Information and referrals are made by the placement office.

c. Graduates.--Placement Office applications are kept on file indefinitely. Graduates with open applications will receive first consideration for employer requests.

d. Part-time Employees.--Any student qualified for, and interested in, part-time jobs may register for placement. The registration may be done through a counselor, but placement should be made by a coordinator.

3. EMPLOYER SERVICE:

The placement office should maintain an employer file, listing those employers desiring recommendations for job applications.

4. FOLLOW-UP STUDIES:

Studies are made periodically to determine: (1) the value and effectiveness of on-the-job training: (2) post-high school education and work experience; (3) certain kinds of information which can be obtained through special studies; and (4) evaluation of the vocational education program.

Each school having a placement program will most probably use variations of the foregoing functions, chosen and designed to fit the needs of the community served. In general, the design of the program will be functional. It will deal with the realities of the work situations faced by students, graduates, and other potential employees.

Placement Records and Their Use

As with any school function, forms and records will be necessary. The types and numbers of forms used will vary with the idealogy used in their construction. But three points should be kept in mind during the development and use phases. First, the records are necessary. Because they are necessary, it is recommended that they be as inclusive as possible, but be held to a minimum number. Secondly, the information gathered through the use of these forms must have purpose. Too often, many data are gathered which have little use in accomplishing the purposes for which they were intended. This observation leads to the third point: The forms should be reviewed periodically to see whether they have maximum use. In the face of rapid change, obsolescence resulting from inability to recognize the reality of true working conditions, can only impede the education of work-bound youth in public schools.

Basically, three types of forms are essential for use in a placement program: An application form,[3] an employer record[4] and a referral card.[5] All three are interrelated in their use in placement. Examples of these forms are included in the appendix of this report.

The application form should be designed to provide information about the student which will be pertinent--such as personal history, skills, high school and post-high school education, standardized test scores, and type of work preferred. In addition, this form should be designed with space to record previous employment, and referrals made by the placement office. Three items on the application form should be of particular importance. They should be carefully correlated and interpreted: the type of work preferred, specific courses studied, and ability, interest, and mental maturity test scores.

The second form, the employer record, is one that should be kept for each employer, past, present, or potential. Information about the firm, the type of service desired, the qualifications expected of employees, and the salary should be noted. In addition to this information, space should be provided on the form to record referrals, when they were made, and any short remarks that might strengthen future relations with the firm in question.

The referral card is important because it provides an applicant with a "calling card." On this calling card, there should be a ready source of information about the applicant which normally would not be available to employers of smaller community businesses. If this form is designed so that one section of the card can be detached, filled in by the employer, and mailed back to the placement office, it may provide information as to whether the applicant was hired and why--or why not. These cards, showing reasons for not hiring an applicant, may suggest traits not previously discovered about a particular applicant. For this reason, the referral cards can become one of the more important records of the placement office. The information received also may be used by the guidance services.

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[3]See Appendix D.

[4]See Appendix E.

[5]See Appendix F.

Records should be maintained for graduates as well as for undergraduates. Graduate records[6] will include more nearly complete information on an individual, and some means of keeping them separate is desirable. One suggestion to help solve this problem would be to use different colored paper for the different groups.

All records must be carefully maintained so as to reflect as nearly as possible the interests and abilities of potential employees, the needs of the employers, and correlation of the two. A permanent and current record for each individual that has sought assistance from the placement office should be maintained in order to have an up-to-date file that contains information essential to the operation of the placement service.[7]

Conducting Follow-up Studies of Former Students

One of the more important functions of evaluation is that of determining what vocational experience and training will be required of graduates and of those persons to whom the ill-fated term "drop-out" has been attached. Youth lacking marketable skills are hindered in a world of work where jobs which require little or no skill are decreasing rapidly. If these untrained youth do obtain permanent employment, they are the first to suffer at any sign of economic decline. It is this seeming paradox which emphasizes the increased need for a continuing study and evaluation of the persons concerned.

A suggested starting point in the organization of a placement service is to conduct a series of follow-up studies on several recently-graduated classes.[8] Some of the things such a follow-up study can reveal are:

1. The number of graduates who became employed in jobs for which they were trained;
2. The degree of difficulty or ease of obtaining employment;
3. The names of employers which might be added to a growing list of possible places of employment;

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[6]See Appendix G.

[7]See Appendix H.

[8]See Appendices I and J for suggested forms to use for follow-up studies. The Division of Vocational Education, Michigan Department of Public Instruction, has a publication entitled, "Guidelines for Conducting Follow-up Studies of Vocational-Technical Education Students," which is available to Michigan schools on request.

4. Job titles and job descriptions as perceived by employees;
5. Working conditions encountered;
6. The value of vocational and academic courses in securing a job, and in performing the duties of it; and
7. Specific training and education shown to be needed by future employees.

After the results of these studies have been reviewed, a set of objectives for the placement service should be formulated cooperatively by the principal, counselor(s), the vocational director, the coordinators, and/or other personnel who might be involved in the program in some way.

Frequently, follow-up studies of graduates should be conducted, perhaps one, three, and five years after graduation, to discover needs for retraining and for up-grading. From these same studies, labor movements, population, migration, and employment patterns can be discovered--and vocational needs could be more adequately met.

Emphasis increasingly is being placed on providing education for the high school drop-out, but progress is slow because of the unique nature of each case. Some basic guidelines which may be followed or adapted for use in public schools are:

1. Contact the drop-outs.--This step is essential in the early phases of studying needs. It is felt that if they are approached as former students, regardless of their social and educational positions before leaving school, the degree of response will be higher when information is sought.
2. Conduct placement follow-up surveys.--This process should be initiated as soon as the students discontinue formal education. It should also be conducted annually for an extended period of time in order to ascertain what factors are influential in the success or failure of the individual as an employee. It has been recommended that follow-up studies be conducted for at least four years to discover not only educational needs, but also such things as willingness to work, areas of previous employment, apparent interest, and employment success.[9]
3. Keep placement services current.--At the same time as the follow-up studies on former students are being conducted, it will be necessary--in order for a placement service to function properly--to keep a current list of available sources of employment in occupations for which these persons are qualified.

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[9] Committee of 100: Barry, Branch, Calhoun and Eaton Counties, Michigan, (1961).

One of the more important aspects of follow-up studies is determining how the information received can be best utilized. Uses will vary according to the needs of the school. The purposes for conducting the follow-up study in the first place should be considered--along with any new needs which are discovered while the follow-up study is being conducted. Some suggested and possible uses of follow-up information might be to provide:

1. A source of recent information concerning the needs of business and industry;
2. A guide for changing the high school curriculum;
3. A study of characteristics desired in student employees;
4. An opportunity for guidance and counseling personnel to study traits which may lead to success or failure in the world of work;
5. An insight into employee mobility, and therefore the adequacy of the training program and the placement services;
6. A guide for studying the effectiveness of the program within the business community; and
7. Information regarding additional educational and training needs of employees.

Information regarding the results of follow-up studies must be carefully analyzed and put to the best possible use in order to be of continuing benefit to the student, to the school, and to the business community.

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IX. UTILIZING THE LOCAL EVALUATION

Preparing and Disseminating the Report of the Study

It has been intimated in a preceding section that developments and results of various analyses and phases of an evaluative study would be reported from time to time. For example, the objectives of the total program, when stated and approved by all appropriate bodies, may be given wide dissemination to all interested persons. Likewise, a follow-up study of former students, as one phase of an evaluation project, may be reported as soon as completed.

But periodically--meaning every year, or two years, or five years--the results of all phases of the evaluation project should be drawn together into one report.[1] What would go into this report is determined, to a large extent, by the persons for whom it is intended. All teachers and administrators in the school should be interested in it. All members of citizens' advisory committees for the school, as well as members of the board of education, should be informed of the results of the entire study. Heads of some businesses, industries, and associations of these enterprises should be considered to be parts of the audience. In short, everyone who is in a position to help advise concerning the findings, or help to implement them, should be considered as part of the total audience.

Since these people will vary in their background and professional education, care must be taken to present the report so that all can understand it. Use should be made of charts, graphs, diagrams, and other visual aids as means of illustrating such things as trends, statisical information, and other quantitative data.

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[1] See Appendices K and L for suggested methods.

There are several logical ways to organize the report--depending on the nature of the project itself, and on the desires and interests of the people who are making and/or using it. It may be organized by curricula, or by departments. Under either of these alternatives, each department would report on its own "self-evaluation." It may be organized by objectives, outcomes, or goals to be attained, and present evidence (or show lack of evidence) on the attainment of these goals. It may be organized chronologically--in the order of occurrence or completion of different phases of the project.

Implementing Findings in Development of Long-Range Plans

Perhaps the more important results to be expected as use is made of the evaluation are those which are of a long-range nature. Ordinarily, these results would grow out of rather widespread consideration of the evaluation report, and detailed discussion of the long-range implications-applications of the recommendations. Examples of long-range changes are:

1. The planning and development of a new training program to meet an emerging need;
2. Planning for the phasing out of less effective parts of the curriculum or for absorption into other parts;
3. The development of a new institutional unit at the post-high school level, including buildings;
4. The development of long-range cooperative arrangements with other schools whereby their resources are pooled and more fully utilized.

Planning Immediate Changes in the Light of Findings

Some changes may be made while evaluation activities are still in progress--if the need for such changes is brought to light. Changes which can be made readily, should be carried out as soon as possible--if they promise to better the program. A few examples would be:

1. Starting a guidance program;
2. Organizing a placement service for students;
3. Adding a teacher or coordinator where justified--or assigning some of these duties to another staff member;
4. Starting team teaching where appropriate; and
5. Up-dating courses--which should be done frequently anyway.

It is pertinent to state again that evaluation should be a continuous process. Therefore, as changes are made, both immediate and long-range plans should be laid for evaluating additions to the program, new services, or other changes.

Planning for Later Evaluations or Specific Studies

Some of the specific studies made will be repetitive in nature--for example, the study of occupational status of each graduating class one year or two years later. Other examples may be annual departmental evaluations, annual evaluative discussions by an advisory committee, and continuing revision of teacher-made instruments for measuring student achievement.

Beyond these, there may be some approaches suggested in this manual which have not been tried by a school evaluation committee. These approaches may be identified for future trial. Not all possible means of evaluation have been demonstrated by actual use in schools. Imaginative and creative educators will find new and better ways of assessing the effectiveness of programs for developing occupational competence. Since schools utilizing reimbursable funds under the Vocational Education Act of 1963 will be obliged to aid in making evaluations every five years, it is to be expected that, in the future, they will make plans for conducting such evaluations in the future.

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ANNOTATED REFERENCES

American Vocational Association. Vocational Advisory Committees. Washington, D.C.: Committee on Research and Publications, American Vocational Association, Inc., 1950.

This pamphlet was written in an effort to promote the formation and use of advisory committees in vocational education, and to give a comprehensive explanation of the needs for such committees in sound educational programs. The topics covered include brief subjects, the kinds of committees possible, how advisory committees should operate, methods of working with them, precautions to take with them, committee functions, and how advisory committees can fit into the operating structure of the school system. Some examples of advisory committee work from different parts of the nation are included.

Ely, L.E. "Teacher' Reactions to School Evaluations Using Evaluative Criteria." National Association of Secondary School Principals' Bulletin, 43: 38-43, December 1959.

Reviews reasons for, and methods of, studying the reactions of teachers in public high schools to school evaluation based on the "evaluative criteria" of The Cooperative Study of Secondary School Standards. The article infers the importance of studying teacher reactions and how these reactions might help or hinder a program of evaluation. Purposes, procedures, techniques, and principal reactions of the teachers studied are all listed.

Hall, Theodore O'Connell. The Effectiveness of Secondary School Curricular Offerings in the Occupational Activities of Graduates Who Do Not Attend Accredited Institutions of Higher Learning. Lexington, Kentucky: Department of Education, University of Kentucky, 1943.

A dissertation written about the problem of placement, course offerings, and the employability of students graduating from non-accredited institutions of higher learning. Findings regarding curricular offerings as related to occupational status, how employment positions were secured, employment as related to interests, and other pertinent facts are shown. There are many interesting comparisons and usable ideas.

Harper, Aaron Wesley. Citizens' and Faculty Guide for Planning Your Educational Program. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1960.

A manual designed to be of assistance to citizens, teachers, administrators, and school boards in evaluating and planning educational programs. It is written as an orderly procedure for gathering facts which are important to a school system. There are four major parts, namely: (1) information gathering; (2) goals and objectives,(What is expected of schools?); (3) inventory of existing programs; and (4) summarizing and making recommendations. The guide is particularly designed for use by citizens' committees.

Krebs, Alfred H. "Guiding Principles for Evaluation Under the Vocational Education Act of 1963." Agricultural Education Magazine, 37: 238-239, 253, April 1965.

The principles brought out in this article are applied to agricultural education. They are stated in such a way, however, that implications for other fields can be recognized readily. This article should be helpful to school committees on evaluation which are in the process of setting up guidelines for local evaluations.

Leach, K. W., and Mathews, R. D. "What Are New Developments in the Evaluation of Secondary Schools?" National Association of Secondary School Principals' Bulletin, 43: 226-231, April 1959.

It is pointed out emphatically that there are few really new developments, but that many modifications and new techniques are being applied to previous methods of evaluation. The opinion of the article bears toward the statement, "Schools should be evaluated in terms of their own unique problems." There is some discussion of the common objectives of all evaluation, the philosophy, the criteria, and the techniques of evaluation, as well as of types of evaluation which are more efficient in different types of schools.

Lucio, W. H. "Evaluation of the Educational Program." Review of Educational Research, 29: 165-176, April 1959.

Evaluation is defined as not merely a testing program, or a synonym for measurement, or an administrative device for assessing teachers or instruction. Rather, it is a comprehensive, cooperatively developed, continuous process of study to be defined in terms of functions and purposes. The article is a review of the writing of 84 authors on theory, purposes, and techniques to be employed; and on the production of numerous evaluation instruments and devices.

Mallory, B. "Home Economics Curriculum Study." American Vocational Journal, 38: 34-36, September 1963.

The article is a progress report on a new approach to the study of the high school curriculum in home economics education. It describes how the evaluation process has been carried out in the past and how different agencies have become involved in it. The general steps for broadening education on a large scale are given.

Sumption, Merle Richard. How To Conduct a Citizen School Survey. New York: Prentice-Hall, Inc., 1952.

Explains the procedure for organizing and conducting a community survey in a wise and efficient manner. It is written as a guide for citizens committes and not to usurp professional prerogatives. It contains sections on how to select a committee and how to study a community.

Thomas, Maurice J. A Guide for Action. Pittsburgh: University of Pittsburgh Press, 1954.

The manual is written as an orientation to evaluation, and is presented in check-list form. It is designed to help citizens to discover the strengths and weaknesses of educational programs, and is unique in that it may be regarded as a modified programmed approach to organizing citizen participation. Major sections deal with personnel, administration, organization and finance, school plant, and maintenance.

Wilborn, L., and Mathews, R. D. "What Are the Effective Ways of Evaluating the Secondary School?" National Association of Secondary School Principals' Bulletin, 41: 19-22, April 1957.

The importance of determining the requirements of a school system is brought out by statistics on enrollments and dropouts of high schools and colleges. The need for providing education for college-bound as well as for work-bound students, for providing courses of instruction which offer variety as well as opportunity, and for providing for continuing evaluation are all discussed. Evaluative criteria are related to problems within school systems.

"A Community Occupational Survey." American Vocational Journal, 25: 13-14, December 1950.

Describes how a community survey was conducted in St. Cloud, Minnesota, to determine the vocational education needs of the community. Given is a list of reasons for making the survey which could be used as guidelines by other communities. General outlines of procedures, planning methods, a summary of data, and applications are also presented.

"Nascent Views on Vocational Education." Michigan Education Journal, 41: 16-17, April 1964.

This article reviews a talk by Dr. Robert Chandler, Dean of the College of Education, Northwestern University. It deals mainly with the education of the whole student, his relation to the world of work, and the responsibility of schools to employment-bound youth. It also includes comments on school dropouts and their problems, and offers suggestions which might be accepted as possible solutions to the problem of providing education and training for dropouts.

Additional References

Anderson, Stuart. An Analysis of Community Occupational Surveys. Menominee, Wisconsin: The Stout Institute, 1949.

Arny, Clara Brown. Evaluation in Home Economics. New York: Appleton-Century-Crofts, Inc., 1953.

Boogren, Kenneth, and Teufner, J. L. "How to Develop a Job Placement Program," Michigan Industrial Education Newsletter, 24: 1-3, 1964.

"Community Surveys," Handbook of Suggested Techniques for Conducting Community Occupational Surveys and Follow-Up Studies. Mississippi State College, August 1953.

Davis, R. H. "Let Alumni Evaluate Your School's Success." Ohio Schools, 42: 25, February 1964.

Furst, Edward J. Constructing Evaluation Instruments. First edition. New York: Longmans, Green, and Company, Inc., 1958.

Hamlin, Herbert M. Citizens' Committees in the Public Schools. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1952.

Shaw, A. B. "Measuring Your School." Overview, 4:11, June 1963.

Smallenberg, C. J. "Sound Evaluation." Educational Leadership, 21: 11-16, October 1963.

Committee of 100. Barry, Branch, Calhoun, and Eaton Counties, Michigan. Tentative Report, 1964.

Vocational Education in Michigan. Final Report of the Michigan Vocational Education Evaluation Project. East Lansing, Michigan: Bureau of Educational Research Services, College of Education, Michigan State University, 1963. Pp. 160, 167, 171.

Vocational Advisory Committees Bulletin. Washington, D.C.: American Vocational Association, 1950.

APPENDIX A

SUGGESTIONS ON INTERVIEWING TECHNIQUES

Approaching the Respondent

The best way to secure information from a respondent is the one that proves to be the easiest to secure all of the information desired. One suggestion that has proven to be valuable is to make the respondent feel at ease. Introduce yourself and ask if you might have a few minutes to explain what you are doing. Explain that the interview is for the benefit of the public school. If the respondent does not have time when you first call, try to make arrangements to call again at a later date.

Usually, when a respondent has been engaged in conversation, some of the answers sought will be given without asking for them. BE FAMILIAR WITH THE CONTENTS OF THE FORM so that if a respondent gives an answer to an item that appears on another page it can be filled in later. In many cases the answers secured will not specifically fit the question asked. It is at this point that the interviewer must use the best judgment in clarifying the answer.

Administering the Instrument

Survey forms should be arranged in check-sheet form for ease and speed in handling. It is important that the interviewer read the instruction pertinent to each item so that responses may be correctly recorded.

If all of the items are not checked in some manner, the data for that particular item will not be as valid as they are for those that have been completely answered. BE SURE THERE IS A RESPONSE FOR EACH ITEM THAT IS TO BE ANSWERED.

Selecting and Identifying Respondents

Whatever method of selection is used, try to get a cross-section, or representative sample. If the respondents are to be a certain group of parents, limit the selection to these persons only, but have a representative sample. If larger samples are desired, combinations of desirable respondents may be used, i.e., parents of students and parents of graduates for "X" number of years. Be sure to establish the list of desired respondents before the survey is begun to avoid an unjustified bias in the final summary.

APPENDIX A.--Continued

From the master list of potential respondents, assign each name a number. After the interview has been completed let this number serve as the only means of identifying the case. If it is necessary, the case numbers may be checked against the names of the master list.

APPENDIX B

HIGH SCHOOL ENTRY JOB DESCRIPTIONS

Date _____

TYPE OF CONCERN _____

MAJOR PRODUCTS _____

1. DEPARTMENT _____

   TITLE OF ENTRY JOB _____

   JOB DESCRIPTION _____

   _____

   JOB QUALIFICATIONS _____

   _____

2. DEPARTMENT _____

   TITLE OF ENTRY JOB _____

   JOB DESCRIPTION _____

   _____

   JOB QUALIFICATIONS _____

   _____

   NAME OF CONCERN _____

   ADDRESS _____ PHONE _____

   POSITION OF PERSON PROVIDING INFORMATION _____

_____

(Suggestions for interviewing: The job description should include the duties that an employee has to carry out in order to perform the job identified. Job qualifications should include what preparation is necessary to become employed and should be written in terms of type and level of mathematics, communication, science, etc. is necessary.)

APPENDIX C

INTERVIEW FORM

Occupations and Employment in Business, Industry, Farming, Government, Services, and Professions

Gaylord Community Schools and Service Area

Name of firm_____Address_____

Person supplying information_____Phone_____

Things your new employees should know when you first hire them*		Number of Employees			
	Total	Full Time		Part Time	
		Year Rnd.	Seas.	Year Rnd.	Seas.
Basic Principles or Skills**					
A. Business - Clerical					
1. Typing					
2. Stenography					
3. Bookkeeping					
4. Business machines					
5. Business law					
6. Filing and general clerical					
7. Sales					
a. retail					
b. wholesale					
8. Public relations					
9. Customer service					
B. Agricultural					
1. Crops					
2. Soils					
3. Livestock					
4. Forestry					
5. Conservation					
C. Trade and Industrial					
1. Carpentry					
2. Building construction					
3. Drafting					
4. Machine shop					
5. Sheetmetal work					
6. Motor mechanics					
7. Auto mechanics					

Continued on Next Page

APPENDIX C.--Continued

INTERVIEW FORM--OCCUPATIONS AND EMPLOYMENT

		Number of Employees			
	Total	Full Time		Part Time	
		Year Rnd.	Seas.	Year Rnd.	Seas.
D. Home Economics					
1. Foods					
a. cooking					
b. nutrition					
c. budgeting					
d. serving					
e. handling					
2. Clothing and textiles					
a. design					
b. fabrics					
c. scale					
d. sales					
3. Housekeeping					
a. motels					
b. restaurants					
c. other					
4. Grooming					
E. Scientific or professional					
F. No special background needed					
G. Other--including combinations					
H. Estimated average annual replacements next three years					
I. Estimated average annual new personnel next three years					

J. Should your employees be graduates of high school_____
business or grade school_____, College_____

K Would adult education courses be useful in keeping your employees up to date in your business?_____

L. Would employer be interested in hiring high school seniors on a part time cooperative occupational training basis?_____
List of jobs: _____
_____
_____

*If employer has written description for jobs, these should be made available. Thank you.

**Circle number of employees necessary to be able to perform skills with confidence.

APPENDIX D

STUDENT PLACEMENT OFFICE APPLICATION PL 105

Fitzgerald High School, Warren, Michigan

PLEASE PRINT Date _____

NAME _____ GRADE AND SECTION _____

ADDRESS _____ PHONE _____

BIRTHDAY _____ AGE ___ SOCIAL SECURITY NO. _____ HT _____ WT _____

TRANSPORTATION YES ___ NO ___ TYPE OF WORK PREFERRED _____

SKILLS BUSINESS OR INDUSTRIAL MACHINE SKILLS

TYPING (SPEED) _____ _____ _____ _____

SHORTHAND (SPEED) ___ _____ _____ _____

HIGH SCHOOL COURSES COMPLETED PLEASE LIST FINAL GRADES EARNED IN EACH COURSE

BUSINESS	BUSINESS	INDUSTRIAL	SCIENCE AND MATH

PRESENT SCHEDULE INCLUDE SECOND SEMESTER SCHEDULE

	ROOM	CLASS	TEACHER		ROOM	CLASS	TEACHER
1.				5.			
2.				6.			
3.				7.			
4.				8.			

HAVE YOU HAD ANY PAST EXPERIENCE? (LIST EMPLOYER, ADDRESS, AND TYPE OF WORK.)

_____

_____

DO NOT WRITE BELOW THIS LINE

_____

ATTENDANCE _____ APPEARANCE _____ ATTITUDE _____ SCHOLARSHIP ___

TEST SCORES

	VR	NA	AR	SR	MR	CS & A	LSP	LSEN	VR & NA
DAT									

CMM GRADE _____ IQ _____ GRADE _____ IQ _____

OTHER TESTS _____

REFERRALS: DATE _____ PLACE _____ RESULTS _____

DATE _____ PLACE _____ RESULTS _____

APPENDIX E

PLACEMENT OFFICE EMPLOYER RECORD

Fitzgerald High School, Warren, Michigan

Name of Concern _____ Date _____

Address _____ Phone _____

Person Requesting Service _____ Position _____

Type of Business _____

Type of Service Desired _____

Qualifications Desired _____

Hours per day/week _____ A.M. _____ P.M. _____

Hourly Rate _____ Salary _____

Date of Interview _____

Type of Service Desired _____

Qualifications Desired _____

Hours per day/week _____ A.M. _____ P.M. _____

Hourly Rate _____ Salary _____

Date of Interview _____

Referrals:

Name _____ Grade/Section/Grad _____ Date _____

Remarks _____

Name _____ Grade/Section/Grad _____ Date _____

Remarks _____

Name _____ Grade/Section/Grad _____ Date _____

Remarks _____

Name _____ Grade/Section/Grad _____ Date _____

REMARKS _____

APPENDIX F

PLACEMENT OFFICE REFERRAL FORM

Fitzgerald High School, Warren, Michigan

This introduces _____, Age _____

Address _____, Phone _____

Applying for the job of _____

at _____, _____
Name of Concern Address

Applicant is to see _____, Date _____

Related High School Courses

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Work Experience or Post High School Education

_____

Referred by: _____ Phone 757-7070, Ext 215

PLEASE DETACH

As an aid to our placement services, please fill out this self-addressed form and mail to: Placement Office, Fitzgerald High School
Warren, Michigan

_____ was interviewed

for the job of _____ _____
Name of Concern

The applicant is: (please check one)

_____ Hired _____ Not Hired

Reasons for not hiring the applicant:

_____

_____

Remarks:

_____

_____

_____ _____ _____
Date Signed Title

APPENDIX G

GRADUATE PLACEMENT OFFICE APPLICATION

Fitzgerald High School, Warren, Michigan

PLEASE PRINT DATE _____

NAME _____ MARITAL STATUS M S (CIRCLE ONE)

ADDRESS _____ PHONE _____ YEAR GRADUATED _____

BIRTHDATE _____ AGE _____ LIVED IN WARREN _____ YEARS

LIVED IN MACOMB _____ YEARS

SOCIAL SECURITY NO. _____ HT. ___ WT. ___ TRANSPORTATION YES ___ NO ___

TYPE OF WORK PREFERRED SUMMER _____ FULL-TIME _____ PART-TIME _____

_____ APPRENTICESHIP _____

SKILLS

TYPING (SPEED) _____ _____ _____ _____

SHORTHAND (SPEED) _____ _____ _____ _____

FOREIGN LANGUAGE (TYPE) ___ (SPEAK) ____ (WRITE) ____ CO-OP ____ YR. _____

EDUCATION-HIGH SCHOOL PLEASE LIST FINAL GRADES EARNED IN EACH COURSE

BUSINESS	BUSINESS	INDUSTRIAL	SCIENCE AND MATH

COLLEGE OR TRADE SCHOOL

SCHOOL _____ MAJOR _____ HOURS COMPLETED ____

SCHOOL _____ MAJOR _____ HOURS COMPLETED ____

DO NOT WRITE BELOW THIS LINE LIST PAST WORK EXPERIENCE ON OTHER SIDE.

ATTENDANCE _____ APPEARANCE _____ ATTITUDE _____ SCHOLARSHIP _____

REFERRALS: DATE _____ PLACE _____ RESULTS _____

DATE _____ PLACE _____ RESULTS _____

DATE _____ PLACE _____ RESULTS _____

DATE _____ PLACE _____ RESULTS _____

DATE _____ PLACE _____ RESULTS _____

REMARKS:

POTENTIAL: _____

MESC _____

APPENDIX G--Continued

Include all jobs from which you received earnings

EMPLOYMENT RECORD

Dates From	Dates To	Employer	Address	Supervisor	Position/Duties	Full/Part Time

DIFFERENTIAL APTITUDE TEST

Verbal Reasoning	Numerical Ability	Abstract Reasoning	Space Relations	Mechanical Reasoning	Clerical S & A	Language Spelling	Language Sentences	VR & NA

KUDER PREFERENCE

Outdoor	Mechanical	Computation	Scientific	Persuasive	Artistic	Literary	Musical	Social Service	Clerical

CALIFORNIA MENTAL MATURITY

GRADE_____IQ_____

_____IQ_____

OTHER TESTS_____

_____

_____

APPENDIX H

SUGGESTED FORM FOR KEEPING INDIVIDUAL PLACEMENT RECORDS*

Firm: _____ Co-op F.T.: _____

Address: _____

Phone: _____

Nature of Business: _____

_____

_____

Person Contacted	Position
_____	_____
_____	_____
_____	_____

Referrals _____

_____

_____

_____

Hired _____

_____

_____

_____

Salary _____

Skills _____

_____

_____

_____

Approval No.: _____

_____

Special Approval: _____

_____

Typ.	Sig.	Mld.	Ret.
☐	☐	☐	☐

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*Submitted by the Fitzgerald High School, Warren, Michigan. The information is recorded on 3" x 5" cards, and is kept in a permanent file in the Placement office.

APPENDIX I

FOLLOW-UP STUDY OF GRADUATES: MARSHALL HIGH SCHOOL

General Information

(This column for office use only)

Instructions: Mark the answers requested to the right of each item. Please do not mark in any of the spaces on the extreme right. Please mark ALL items through 7.7 on page 3.

1. Name_____Male___Female_____ _____ (Case No.)
   Maiden Name_____Phone No._____ _____ (Sex)
   Home Address_____
   At this time are you: employed___unemployed_____
   seeking employment_____ _____

Name and address of employer_____

What is your job?_____ — — — —
(Example: Dairy farming; Salesman, Dupont Company; Drill Press operator, Eaton Manufacturing Co.; Private U. S. Army; Student, University of Michigan. If employed in more than one job list both, e.g., student and waitress).

2. How would you rate the help your high school gave you with the following: (Please check the proper column for each item.)

	None	Little	Some	Much	
1. Use of spare time	___	_____	___	___	_____
2. Care of my health	___	_____	___	___	_____
3. Taking part in community and civic affairs	___	_____	___	___	_____
4. Preparing for a job	___	_____	___	___	_____
5. Getting a job	___	_____	___	___	_____
6. Getting along with other people	___	_____	___	___	_____
7. Preparing for further education	___	_____	___	___	_____
8. Ability to read well	___	_____	___	___	_____
9. Usable or practical mathematics skills	___	_____	___	___	_____
10. Consumer buying know-how	___	_____	___	___	_____
11. Handling my money (Taxes, saving, insurance, etc.)	___	_____	___	___	_____
12. Marriage and family life	___	_____	___	___	_____

Continued on next page

3. If you took any of the following elective subjects please indicate the number of years by circling the correct number.

	1/2	1	2	3	4	
1. Art	___	___	___	___	___	___
2. Homemaking	___	___	___	___	___	___
3. Agriculture	___	___	___	___	___	___
4. Drafting	___	___	___	___	___	___
5. Wood Shop	___	___	___	___	___	___
6. General Shop	___	___	___	___	___	___
7. Metal Shop	___	___	___	___	___	___
8. Typing	___	___	___	___	___	___
9. Bookkeeping	___	___	___	___	___	___
10. Shorthand	___	___	___	___	___	___
11. General Business	___	___	___	___	___	___
12. Office Machines	___	___	___	___	___	___
13. Office Practice	___	___	___	___	___	___
14. Co-op Related	___	___	___	___	___	___
15. Co-op Work	___	___	___	___	___	___

Rate the subjects you took as to the help it has given you in your job.

	None	Little	Some	Much	
1. Art	___	___	___	___	___
2. Homemaking	___	___	___	___	___
3. Agriculture	___	___	___	___	___
4. Drafting	___	___	___	___	___
5. Wood Shop	___	___	___	___	___
6. General Shop	___	___	___	___	___
7. Metal Shop	___	___	___	___	___
8. Typing	___	___	___	___	___
9. Bookkeeping	___	___	___	___	___
10. Shorthand	___	___	___	___	___
11. General Business	___	___	___	___	___
12. Office Machines	___	___	___	___	___
13. Office Practice	___	___	___	___	___
14. Co-op Related	___	___	___	___	___
15. Co-op Work	___	___	___	___	___

4. List education or training beyond high school that you have taken. (Check the appropriate blank) NOTE: Count the current year.

NONE_____ _____

	½yr.	1 yr.	1½ yr.	2 yr.	
1. University or college	___	___	___	___	___
2. Community college	___	___	___	___	___
3. Business School	___	___	___	___	___
4. Trade school	___	___	___	___	___
5. Apprentice training	___	___	___	___	___
6. Military	___	___	___	___	___
7. Others:_____	___	___	___	___	___

Continued on next page

5. When did you select your vocation? (Check one)

(1) Before High School _____ _____
(2) During High School _____
(3) After High School _____
(4) Still Undecided _____

6. Have any specific courses or activities been of special value to you in your job? (If answer is yes, check appropriate blank(s)).

YES _____ _____
NO _____

	None	Little	Some	Much	
1. English	___	_____	___	___	_____
2. Speech	___	_____	___	___	_____
3. Mathematics	___	_____	___	___	_____
4. Science	___	_____	___	___	_____
5. Music	___	_____	___	___	_____
6. Sports	___	_____	___	___	_____
7. Physical Education	___	_____	___	___	_____
8. High School Club	___	_____	___	___	_____
9. Being a class officer	___	_____	___	___	_____
10. Teacher assistant	___	_____	___	___	_____
11. Other _____	___	_____	___	___	_____

7. Rate the following items as to the help you think they would have given you in applying for a job.

	None	Little	Some	Much	
1. Proper dress for a job interview	___	_____	___	___	_____
2. Proper grooming for a job interview	___	_____	___	___	_____
3. Desirable behavior during interview	___	_____	___	___	_____
4. Practice in filling out a job application	___	_____	___	___	_____
5. Practice in writing letters of job application	___	_____	___	___	_____
6. Personal information required in applying for a job.	___	_____	___	___	_____
7. Do you think that the high school could be of help to you in obtaining employment	___	_____	___	___	_____

Continued on next page

SPECIFIC INFORMATION

Instructions: In the following sections mark only those areas in which you were enrolled.

ART

	None	Little	Some	Much	
1. Is your job connected in some way with art?	____	_____	____	____	_____
2. Did your Art class help you in your current position?	____	_____	____	____	_____
3. Would a course in Commercial Art have been a help to you in your current position?	____	_____	____	____	_____
4. Has the appreciation of art and art history aided you in your current position?	____	_____	____	____	_____
5. Do you think that a design class would have helped you in your Industrial Arts program?	____	_____	____	____	_____

6. Answer the following two questions:

   Do you think commercial art should be stressed more than the fine arts? YES____ NO____ _____

   Do you think fine arts should be stressed more than the commercial arts? YES____ NO____ _____

VOCATIONAL AGRICULTURE

1. Are you engaged in a

   1. Non-agriculture occupation? _____ _____
   2. Agriculturally related occupation? _____
   3. Farming situation? _____
   4. Non-agricultural and ag-related occupation? _____
   5. Non-agricultural and farming situation? _____
   6. Ag-related occupation and farming situation? _____

2. Has Vocational Agriculture been of value to you in your present job?

   1. Necessary _____ _____
   2. Desirable _____
   3. Not necessary _____

Continued on next page

VOCATIONAL
AGRICULTURE--Continued

3. My vocational Agriculture training would have been of more value to me if it had included (check (✓) those that apply.)

1. Horticulture	_____	_____
2. Landscaping	_____	_____
3. More agricultural mechanics	_____	_____
4. More agricultural economics	_____	_____
5. More emphasis on crops	_____	_____
6. More emphasis on animal husbandry	_____	_____
7. On the job training	_____	_____
8. Management	_____	_____

4. Did your agricultural education in high school prepare you for further education?

1. Yes, it was adequate	_____	_____
2. No, it was not adequate	_____	

5. Did the activities in the FFA help prepare you to participate in community activities?

1. Yes	_____	_____
2. No	_____	

HOMEMAKING (Check only if you took Homemaking in high school)

1. Have you engaged in any of the following forms of employment since high school graduation?

	YES	NO	
1. Waitress	____	____	_____
2. Short-order cook	____	____	_____
3. Full-time babysitting	____	____	_____
4. Seamstress	____	____	_____
5. Alterations work	____	____	_____
6. Clerk in store	____	____	_____
7. Hospital worker	____	____	_____
8. Playground assistant	____	____	_____
9. Caterer	____	____	_____
10. Nurse's aide	____	____	_____
11. Receptionist	____	____	_____
12. Laundry worker	____	____	_____
13. Milliner	____	____	_____
14. Cake decorator	____	____	_____

Continued on next page

2. Check the value of each of the following units of study as to you and your job.

	None	Little	Some	Much	
1. Housing	___	_____	___	___	_____
2. Grooming	___	_____	___	___	_____
3. Clothing Construction	___	_____	___	___	_____
4. Textiles	___	_____	___	___	_____
5. Child care	___	_____	___	___	_____
6. Consumer education	___	_____	___	___	_____
7. Nutrition	___	_____	___	___	_____
8. Home nursing	___	_____	___	___	_____
9. Crafts	___	_____	___	___	_____
10. Family relationships	___	_____	___	___	_____
11. Etiquette	___	_____	___	___	_____
12. Table setting	___	_____	___	___	_____
13. Food preparation	___	_____	___	___	_____
14. Money management	___	_____	___	___	_____

3. Have you used any of the following equipment in the performance of your job?

	None	Little	Some	Much	
1. Blender	___	_____	___	___	_____
2. Pressure cooker	___	_____	___	___	_____
3. Electric fry pan	___	_____	___	___	_____
4. Sewing machines	___	_____	___	___	_____
5. Steam iron	___	_____	___	___	_____
6. Pressing hem and sleeve rolls	___	_____	___	___	_____
7. Rotisserie	___	_____	___	___	_____
8. Electric knife	___	_____	___	___	_____
9. Electric can opener	___	_____	___	___	_____
10. Electric scissors & knife sharpener	___	_____	___	___	_____
11. Electronic oven	___	_____	___	___	_____
12. Needle board	___	_____	___	___	_____
13. Clothes washer	___	_____	___	___	_____
14. Clothes dryer	___	_____	___	___	_____
15. Food mixers	___	_____	___	___	_____
16. Salad chef	___	_____	___	___	_____
17. Waffle Iron	___	_____	___	___	_____
18. Chafing dish	___	_____	___	___	_____
19. Pick glasses	___	_____	___	___	_____
20. Slide projector	___	_____	___	___	_____
21. Food grinder	___	_____	___	___	_____
22. Vacuum cleaner	___	_____	___	___	_____
23. Other: _____	___	_____	___	___	_____

Continued on next page

4. Were you a member of F.H.A.?

   1. Yes _____
   2. No _____ _____

5. Did the activities in F.H.A. help prepare you to participate in community activities? _____

   1. Yes _____ _____
   2. No _____ _____

INDUSTRIAL ARTS (Check only if you were enrolled)

	None	Little	Some	Much	
1. Does your job require measuring to close tolerance?	___	_____	___	___	_____
2. Are you required to keep a record of the work you have done?	___	_____	___	___	_____
3. Do you work with foreign made products?	___	_____	___	___	_____
4. Is it necessary for you to identify different kinds of material?	___	_____	___	___	_____
5. Is your work of a service or repair nature?	___	_____	___	___	_____
6. Do you use hand tools?	___	_____	___	___	_____
7. Do you use woodworking power tools?	___	_____	___	___	_____
8. Does your job require use of					
a. algebra	___	_____	___	___	_____
b. geometry	___	_____	___	___	_____
c. trigonometry	___	_____	___	___	_____
9. Have you done any painting at home or at work?	___	_____	___	___	_____
10. Do you use blueprints on the job?	___	_____	___	___	_____
11. Have you purchased any lumber or hardware in the last year?	___	_____	___	___	_____
12. Have you repaired any electrical cords, lamps, etc. at home?	___	_____	___	___	_____
13. Do you use a ruler or scale in your work?	___	_____	___	___	_____
14. Are you required to wear safety glasses in your work?	___	_____	___	___	_____
15. Do you use SAE standards in your work?	___	_____	___	___	_____
16. Would specialized training for a particular trade have been of value to you (e.g., carpenter, technician, machinist, etc.)?	___	_____	___	___	_____

Continued on next page

	None	Little	Some	Much	
17. Would a course in design have helped you in industrial arts?	___	_____	___	___	_____
18. Did you receive safety instruction for the job from your employer?	___	_____	___	___	_____
19. Do you handle money in your job situation?	___	_____	___	___	_____
20. Did you receive instruction for your job from your employer prior to being employed?	___	_____	___	___	_____
21. Would the knowledge of sketching be of benefit to you on your job?	___	_____	___	___	_____

COMMERCIAL EDUCATION

1. If you took any of the following subjects please rate the subject as to the help it has given you in your personal business affairs or in college?

	None	Little	Some	Much	
1. Bookkeeping (personal records, income taxes, etc.)	___	_____	___	___	_____
2. General Business (insurance, credit, banking, etc.)	___	_____	___	___	_____
3. Shorthand (taking notes on lectures, etc.)	___	_____	___	___	_____
4. Typing (Personal letters college assignments, etc.)	___	_____	___	___	_____

2. Do you think a course on the Junior-Senior level containing information on handling family financial problems and how our American business system operates would be helpful? _____

None	Little	Some	Much
___	_____	___	___

3. Did you take a course in Office Machines in High School?

1. Yes_____
2. No_____ _____

If you did, please check the machines you have operated since graduation.

1. Full keyboard adding machine	_____	_____
2. Rotary calculator	_____	_____
3. Ten-key adding machine or printing calculator	_____	_____
4. Key-driven calculator	_____	_____

Continued on next page

5. Fluid duplicator _____ _____
6 Stencil duplicator _____ _____
7. Dictaphone (Transcribing mach.) _____ _____
8 List any others you have operated _____ _____

4. Check any definite difficulty you have experienced through the lack of a specific skill or qualification such as:

1. Accuracy _____ _____
2. Arithmetic _____ _____
3. Business ethics _____ _____
4. Cooperation _____ _____
5. English or grammar _____ _____
6. Initiative _____ _____
7 Neatness in work _____ _____
8. Penmanship _____ _____
9. Proof-reading _____ _____
10. Punctuality _____ _____
11 Self-evaluation of work _____ _____
12. Speed and skill _____ _____
13 Work habits _____ _____
14 Others: _____ _____ _____

5 * What knowledge and skills, necessary in your work, were not covered in school?

_____

_____

_____

CO-OP TRAINING

If you were a co-op student, please answer the following questions.

1. Are you working in the same job that you had as a co-op student?

1. Yes _____ _____
2. No _____
3. Similar _____

2 Are you working for the same employer that you did as a Co-op student?

1. Yes _____
2. No _____ _____

3. Would you recommend cooperative training to other students?

1. Yes _____
2. No _____ _____

_____

*See next page

Continued on next page

4. As a former co-op student do you think that you had adequate vocational counseling while attending high school?

   1. Yes_____
   2. No_____

   *If answer to number 4 is NO, explain_____

   _____

Comments: Make any further comments you wish to express concerning the high school preparation you received.

---

*NOTE: It is recommended that as much space as possible be provided for remarks or instructions be included to write on the back of the page.

APPENDIX J

PLACEMENT OFFICE FOLLOW-UP STUDY

Fitzgerald High School, Warren, Michigan

Class of _____

In order to maintain our Placement Office records and to aid in our annual Follow-Up study, please provide the following information:

Name _____ (married name) Phone _____

Address _____ City _____ State _____

Place of Employment _____ City _____

Title of Your Job _____ Full-Time ____ Part-Time _____

Description of Your Job _____

Rate of pay. Hourly _____ Weekly _____ Monthly _____

How did you Obtain Your Job _____

Do You Plan Now to Remain on This Job. Yes _____ No _____

If Not, Why Not? _____

What types of Full-Time Jobs Have you Held Prior to Your Present Job.

College _____ Location _____

Majors _____ Full-Time _____ Part-Time _____

Do You Intend to Work For a Degree Yes___ No___ Credits to Date _____

Trade or Technical School _____ Location _____

Majors _____ Full-Time _____ Part-Time _____

How Long is Your Program. Months ____ Years ____ Amount Completed _____

Remarks:

You are welcome to avail yourself of the Placement Office services to help you secure job positions. Phone 757-7070 Ext. 226/269.

T.&I. Coordinator
Joseph Teufner

Office & Retail Coordinator
Donald Keller

APPENDIX K

FORM FOR SUMMARIZING FOLLOW-UP STUDIES*

Fitzgerald High School, Warren, Michigan

SUBJECT: Annual Statistical Report 19__, 19__ (As of Nov. 1, 1963)

Co-op Training Program

1. Number of students participating in Co-op program.
   Office_____ Retail_____ T. & I._____ Total_____
2. Number of students completing Co-op program.
   Office_____ Retail_____ T. & I._____ Total_____
3. Number of Co-op placements.
   Office_____ Retail_____ T. & I._____ Total_____
4. Number of Employers participating in Co-op program.
   Office_____ Retail_____ T. & I._____ Total_____
5. Number of Co-op students who expect to continue full-time.
   Office_____ Retail_____ T. & I._____ Total_____

Graduate Placement Program

1. Number of graduates who made application for services.
   19__:__ 19__:__ 19__:__ Other: _____ Total_____
2. Number of Employer Requests.
   Office_____ Retail_____ Industry_____ Total_____
3. Number of Referrals.
   Office_____ Retail_____ Industry_____ Total_____
4. Number of Placements:
   A. Full-Time
   Office_____ Retail_____ Industry_____ Total_____

   B Part-Time
   Office_____ Retail_____ Industry_____ Total_____

_____ _____

Office and Retail Coordinator T. & I. Coordinator

*This form is one suggested method for summarizing follow-up studies

APPENDIX L

EXAMPLE OF SUMMARY OF FOLLOW-UP STUDY OF GRADUATES*

Types of Jobs Held by Graduates One Year After Graduation

Occupation	Class 1962 M	1962 F	1963 M	1963 F
Automotive Mechanic				
Station Attendant	2	0	0	0
Drafting				
Detailer	1	0	4	0
Engineering Clerk	1	0	3	0
Technical Illustrator	1	0	1	0
Designer	0	0	1	0
Printer Operator	0	0	3	0
Layout Man	0	0	1	0
Food Preparation				
Cook	1	1	0	0
Counter Boy	1	0	0	0
Fountain Worker	1	1	0	0
Waitress(er)	0	3	0	3
Kitchen Helper	1	0	0	0
Produce Clerk	1	0	0	0
Utility Clerk	1	0	0	0
Machine Working				
Machine Repair*	1	0	1	0
Tool and Die*	2	0	0	0
Tool Maker*	1	0	0	0
Watch Maker*	1	0	0	0
Heat Treat Trainee	1	0	0	0
Inspector	1	0	3	0
Machine Operator	4	0	8	1
Set-up Man	1	0	0	0
Tool Grinder	1	0	0	0
Packer	2	0	0	0
Production Worker	5	0	5	0
Metal Model Maker*	0	0	1	0
Polisher	0	0	1	0
Welder	0	0	1	0
Bench Hand	0	0	1	0
Prototype Helper	0	0	1	0
Tool Grinder Helper	0	0	2	0

Occupation	Class 1962 M	1962 F	1963 M	1963 F
Office				
Library Assistant	0	0	1	0
Accountant Learner	1	0	1	0
Office Clerk	1	7	4	13
Shipping Clerk	1	0	0	0
Supply Clerk	1	0	0	0
Bank Teller	0	0	1	0
Bookkeeper	0	3	1	11
Credit Clerk	0	1	0	0
Desk Clerk	0	1	0	0
File Clerk	0	3	0	1
Key Punch Operator	0	1	0	2
Jr. Accountant Clerk	0	1	0	0
Jr. Office Assistant	0	1	0	0
Medical Receptionist	0	3	0	0
Payroll Clerk	0	2	0	1
Receptionist/Typist	0	1	0	0
Recording Clerk	0	1	0	0
Secretary	0	7	0	15
Stenographer	0	3	0	3
Stenographer Learner	0	1	0	1
Student Assistant	0	1	0	0
Telephone Operator	0	1	0	2
Billing Clerk	0	0	0	2
Commercial Auditor	0	0	0	2
Librarian	0	0	0	1
Receiving Clerk	0	0	1	0
Supervisor	0	0	1	0
Personal Service				
Beautician	0	0	0	1
Nurse's Aid	0	0	0	2

Continued on next page

APPENDIX L--Continued

Occupation	Class 1962 M	Class 1962 F	Class 1963 M	Class 1963 F
Sales				
Stock Handler	4	0	0	0
Lumber Clerk	1	0	0	0
Retail Leader	1	0	0	0
Salesman	4	0	3	0
Assistant Manager	0	0	2	0
Cashier	0	5	0	2
Sales	0	1	0	2
Cashier/Clerk	0	0	0	1
Technical				
Electrician*	2	0	1	0
Highway	1	0	1	0
Photographer	1	0	0	0
Hydraulics*	0	0	1	0
Laboratory	0	0	1	0
Woodworking				
Carpenter*	1	0	1	0
Pattern Maker*	1	0	0	0
Construction Worker	4	0	1	0
Wood Model Maker*	0	0	2	0
Cabinet Maker	0	0	1	0
Labor				
Cement Loader	1	0	0	0
Poultry Dresser	1	0	0	0
Truck Driver	1	0	0	0
Custodian	1	0	1	0
Paint Inspector	0	0	1	0
Orderly	0	0	1	0
Painter	0	0	1	0
Production Hand	0	1	0	2
Stencil Maker	0	1	0	0
Toy Packer	0	1	0	0
Military	16	0	13	0
Student				
College	18	14	39	22
Trade/Technical	2	1	7	10
Housewife	0	11	0	22
Unemployed	2	9	1	4
Cannot Locate	12	3	7	6
Total	108	90	97	118
Grand Total	198		215	

*Submitted by Warren-Fitzgerald High School, Warren, Michigan.

APPENDIX M

PARENTS' EVALUATION OF HOMEMAKING PROGRAM

Gaylord High School, Gaylord, Michigan

1. Rate the study areas by placing an X in the appropriate column:

vv--very valuable v--Valuable nv--not valuable

vv	v	nv		vv	v	nv	
			Nutrition				Household equipment
			Cooking				Clothing selection & care
			Table service				Time & energy management
			Meal planning				Buying & money management
			Entertaining				Getting along with others
			Grooming				Family relationships
			Sewing				Child care
			Cleaning				Careers
			Laundry				

2. Which of these responsibilities does daughter usually help with at home?

_____ Caring for children
_____ Cleaning the house
_____ Cooking
_____ Having fun with family
_____ Planning meals
_____ Sewing or mending
_____ Shopping for food or clothing
_____ Washing and/or ironing clothes
_____ Making her room more attractive
_____ Washing dishes
_____ Other, related to homemaking
_____ NONE of the above

3. Which of the following do you feel can be learned best in homemaking classes?

_____ Clothing construction
_____ Foods and nutrition
_____ Clothing selection & care
_____ Housekeeping
_____ Child care
_____ Family & community relationships
_____ Time & energy management
_____ NONE of the above

4. Is the mother a full-time homemaker? _____ Yes _____ No

If the answer is "no," does she work outside the home?

_____ Part-time _____ Full-time

5. Please make observations and/or suggestions about our homemaking program which you feel would be helpful in future planning: _____

_____

_____

_____

_____

*Suggestions for use.--This form may be sent home with students, mailed, or otherwise delivered to prospective respondents. A parent evaluation of an existing program may identify weaknesses which have been overlooked. It should not be the only evaluation of the program, however.

APPENDIX N

INTERVIEW FORM: EVALUATION OF THE VOCATIONAL AGRICULTURE PROGRAM

Gaylord High School, Gaylord, Michigan

Please rate the items below by checking ( ) in the columns headed: VI--very important, I--important, LI--little or no importance, and N--no opinion. Your check mark should be in the column which most nearly expresses your opinion of the value of the item in question in a high school vocational agriculture course.

I. Rate the following enterprises and subject areas in livestock production according to how important you feel it is that they be included in high school vocational agriculture instruction.

Livestock Production Enterprise	N	LI	I	VI
a. Dairy cattle				
b. Beef cattle				
c. Swine				
d. Sheep				
e. Horses				
f. Other				

Livestock Production Subject Area	N	LI	I	VI
a. Livestock breeds				
b. Livestock selection & improvement				
c. Pedigrees				
d. Feeding				
e. Sanitation and disease control				
f. Buying and marketing				
g. Equipment and facilities				
h. Types of operations				
i. Showing or exhibiting				
j. Other (list and rate)				
k.				

II. Rate the following enterprises and subject areas in crop production according to how important you feel it is to include them in high school vocational agriculture courses of instruction.

Crop Production Enterprise	N	LI	I	VI
a. Hay				
b. Pasture				
c. Small grain				
d. Silages				
e. Potatoes				
f. Vegetable crops				
g. Orchard				
h. Forest				
i. Other (list and rate)				
j.				

Continued on next page

Crop Production Subject Area	N	LI	I	VI
a. Varieties				
b. Seed and/or plant selection				
c. Equipment and facilities				
d. Seedbed preparation				
e. Weed and insect control				
f. Growth habits				
g. Harvesting				
h. Buying and marketing				
i. Storage				
j. Showing or exhibiting				
k. Other (list and rate)				
l.				
m.				

III. Rate the following enterprises and subject areas in poultry production according to how important you feel it is that they be included in high school vocational agriculture courses of instruction.

Poultry Production Enterprise	N	LI	I	VI
a. The laying flock				
b. Broilers				
c. Ducks and geese				
d. Turkeys				
e. Hatchery management				
f. Game birds				
g. Other				
h.				

Poultry Production Subject Area	N	LI	I	VI
a. Breeds				
b. Selection and improvement				
c. Sanitation & Disease control				
d. Feeding				
e. Buying, handling and marketing				
f. Equipment and facilities				
g. Other (list and rate)				
h.				

Continued on next page

IV. Rate the subject areas listed under each of the following enterprises according to how important you feel it is that they be included in farm mechanics instruction in the high school.

Enterprise or Subject Area	N	LI	I	VI
a. Safety:				
b. Identification and use of tools:				
c. Woodworking:				
1. Basic carpentry				
2. Lumber grades				
3. Types of wood fasteners				
4. Small building construction				
d. Welding:				
1. Arc welding				
2. Oxy-acetylene welding				
3. Welding special metals				
4. Metal identification				
e. Painting:				
1. Brush painting				
2. Spray painting				
3. Identification of paint materials				
4. Oils and preservatives				
f. Farm machinery:				
1. Maintenance and repair				
2. Setting and adjustment				
3. Power transmission--belts, chains, and gears				
g. Farm power:				
1. Preventative maintenance				
2. Engine maintenance & tune-up				
3. Engine overhaul				
4. Engine parts and operation				
h. Building skills:				
1. Basic plumbing				
2. Electricity				
3. Block laying				
4. Concrete work				
i. Other skills:				
1. Making working drawings				
2. Figuring bills of materials				
3. Farm mechanics mathematics				
4. Building labor-saving devices				
j. Other--List and Rate:				
1.				
2.				

Continued on next page

V. Rate the subject areas listed under the Farm Management enterprise according to how important you feel it is that they be included in high school agricultural instruction.

Subject area	N	LI	I	VI
a. Decision making				
b. Budgeting				
c. Determining the size of the farm business				
d. Crops and soils program				
e. Livestock program				
f. Expense factors				
g. Farm credit				
h. Insurance				
i. Income tax and self-employment returns				
j. Farm Law				

VI. Rate the following non-farm, related occupational groups according to your opinions toward including some training for them in high school agricultural instruction.

Occupation	N	LI	I	VI
a. Farm machinery sales and service				
b. Feed and small grain industry				
c. Horticulture industry				
d. Fertilizer				
e. Agricultural chemical industry				
f. Meat packing and processing				
g. Livestock commission				
h. Conservation and recreation				
i. Engine service and repair				
j. Farm supply dealer				
k. Agricultural products marketing				
l. Forestry harvesting and marketing				
m. Other (list and rate):				
n.				

VII. How much formal education do you think is necessary to enter farming or ranching? (Check one)

a. Less than high school . . . . . _____
b. High school . . . . . _____
c. High school plus special training . . . . . _____
d. Junior college . . . . . _____
e. Four-year college . . . . . _____

Continued on next page

VIII. How much formal education do you think is necessary to become employed at entry level in a non-farm, related occupation?

a. Less than high school _____
b. High school _____
c. High school plus special training _____
d. Junior college _____
e. Four-year college _____

IX. Rate the following phases of the present vocational agricultural program. E - (excellent), G - (good), A - (average), NI - (needs improvement), D - (don't know enough about the program).

Phase	D	NI	S	G	D	
a. Classroom instruction						
b. Field trips						
c. Supervised farming programs						
d. Future Farmers of America						
e. Farm mechanics						

X. Where do you feel that improvement is needed in the present program?

If no answer, check one answer below.

None_____ Don't know enough about the program_____

XI. What are your recommendations for the program in the future?

If no answer, check one below.

None_____ Don't know enough about the program_____